DOCUMENT RESUME

ED 220 237 RC 013 538

AUTHOR Forsyth, Karen Williams, Neal, Colleen
TITLE Native Americans of Washington State (A Curriculum Guide for Elementary Grades). First Edition.
INSTITUTION United Indians of All Tribes Foundation, Seattle, Wash.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE 81
NOTE 93p.; Paper copy not avaialable due to publisher's choice. Best copy available.
AVAILABLE FROM Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($5.50 per copy).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *American Indian Culture; American Indian Education; *American Indian Studies; Art; Course Objectives; *Cultural Activities; *Cultural Awareness; *Curriculum Enrichment; Elementary Education; Family Influence; Food; Games; Housing; Life Style; Supplementary Reading Materials; Transportation
IDENTIFIERS American Indian History; *Pacific Northwest Tribes; *Washington

ABSTRACT

Developed as a supplemental curriculum guide for elementary teachers, the guide assists in implementing Native American activities to classroom curriculum to make students aware of the numerous tribes within the state of Washington. Divided in three geographic, cultural areas (Northwest Coast region, Puget Sound Lowlands region, and Plateau region), information includes environmental and climatic conditions that have influenced tribal culture, livelihood (i.e. food, shelter, transportation, and clothing), and spiritual and social life. Traditions of the Native American people in the state of Washington are reinforced through activities dealing directly with the environment, use of maps, legends and cultural activities. Student objectives include: understanding environmental characteristics of the three cultural regions through the eyes of the first people; understanding the ways of the people in each cultural region adapted to their environment; understanding how the family plays an important role in the lives of children and how family relationships affect a sense of community; understanding different art forms and how environmental materials are utilized in the art; and understanding the importance of games in teaching children their roles as adult members of the community. (ERB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RC01 3536

ED220237

NATIVE AMERICANS OF WASHINGTON STATE

(A Curriculum Guide for Elementary Grades)

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sharon Patacsil

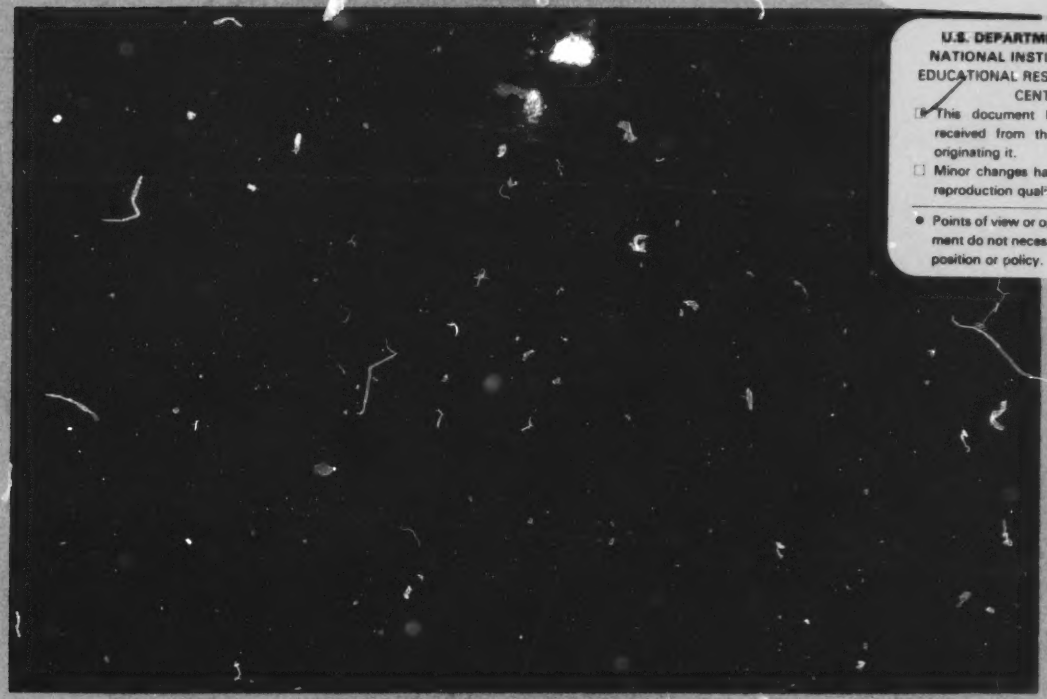
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

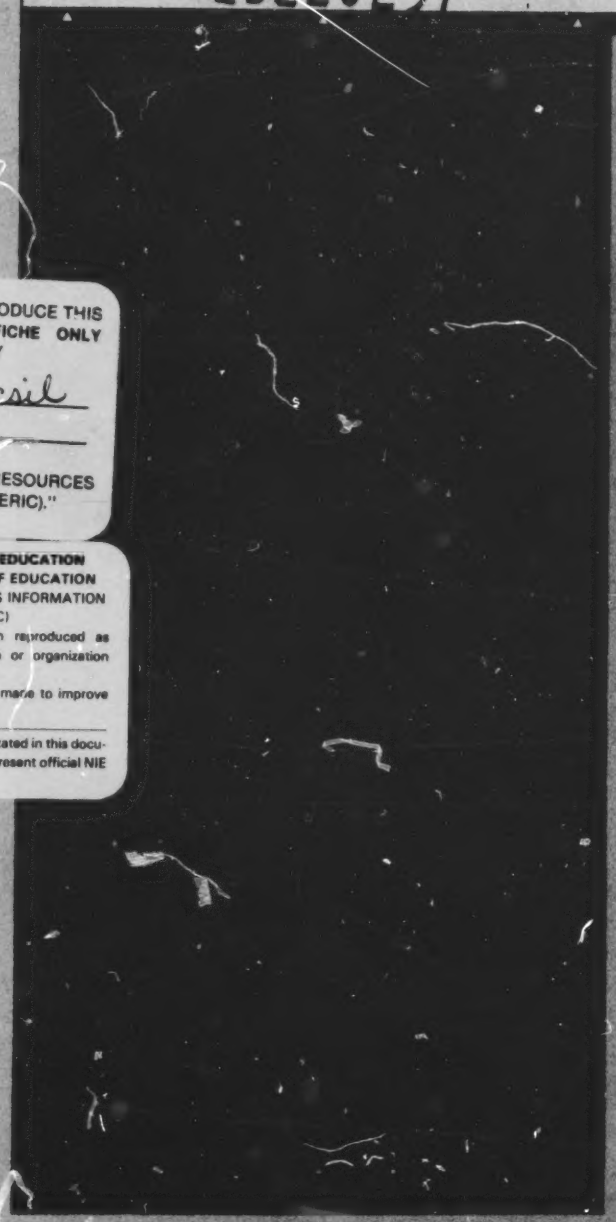
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.





BEST COPY AVAILABLE

NATIVE AMERICANS OF WASHINGTON STATE

(A Curriculum Guide for Elementary Grades)

written and compiled by: Karen Williams Forsyth
Colleen Neal

illustrations by: Karen Williams Forsyth
Roger Fernandes

Published by UNITED INDIANS OF ALL TRIBES FOUNDATION, a public, non-profit corporation supported by Title IV, Part B funds from the United States Department of Education.

TABLE OF CONTENTS

INTRODUCTION 1

MAP 1 (WASHINGTON'S RIVER SYSTEMS) 4

MAP 2 (WASHINGTON'S MAIN CULTURAL DIVISIONS AND RESERVATIONS) 5

UNIT I -- NATURAL SURROUNDINGS 6

UNIT II -- THE ENVIRONMENT AND ITS PEOPLE 10

UNIT III -- FAMILY 16

UNIT IV -- ART 19

UNIT V -- GAMES 22

INFORMATION ABOUT RESOURCES 23

PLACES TO GO 26

BIBLIOGRAPHY 27

NATIVE AMERICANS OF WASHINGTON STATE (A Curriculum Guide for Elementary Grades) has been developed to aid the classroom teacher in implementing Native American curriculum into the classroom learning objectives. The units are organized so that the entire unit, or parts of the unit, can be adapted for use in your classroom. The **GUIDE** can be used in all elementary grades, but emphasis has been placed on the intermediate level curriculum. The **GUIDE** also indicates how and where the activities can be included in different subject areas--reading, science, language arts, geography, art, history, health, and physical education.

An important function of the **GUIDE** is to make students aware that there are numerous tribes within the State of Washington. Many of these tribes are located in three geographic, cultural areas: the Northwest Coast Region, the Puget Sound Lowlands Region, and the Plateau Region. The environmental and climatic conditions of each region has a significant influence on tribal culture--both materially and spiritually. A tribe's livelinood--food, shelter, transportation, clothing--is largely dependent on what nature provides. Belief systems, rituals and ceremonies reflect this fundamental relationship and help to shape the spiritual and social life of the tribe. The **GUIDE** provides examples of how tribal peoples differ from one another and also illustrates some common features concerning the people's relationship to the environment.

The Coastal Region of Washington State is bordered by the Pacific Ocean on the west, the Olympic Mountains on the east and the Columbia River to the south. It has a mild, marine climate with no prolonged extremes in temperature. Year-round rainfall is characteristic of this region. This fact is reflected in the vegetation which consists of thick coniferous forests (douglas fir, red and yellow cedar, spruce, hemlock and pine.) Some broadleaf trees may also be found in the lowland areas. There is a large variety of edible roots and berries as well as seaweed growing in the salt water. The sealife includes cod, halibut, herring, smelt, mollusks, seal, sea otter, sea lion, porpoise, whale and five species of salmon--Chinook, Coho, Pink, Chum, and Sockeye. Elk, deer, mountain goat, bear, wolf, beaver, mink and river otters along with many varieties of water fowl are found in abundance in this area.

The Puget Sound Lowlands is a lowland plain which exists between the Coast Mountain ranges to the west and the Cascades to the east. This region also has a mild, marine climate. The rainfall in this area is moderate, occurring throughout the year. The animal life and vegetation are similar to the coastal region with the exception of the whale, sea otter and sea lion which are much more common along the Pacific Coast.

The Plateau Region differs from the Coast and Puget Sound Regions in several ways. It is characterized by an upland plain with the Columbia and Snake River systems flowing through it. There is less rainfall, which is more periodic that in western Washington. The temperatures in this region also reach prolonged extremes, giving definite seasons to the year. The vegetation consists mainly of grasslands with sparse coniferous and broadleaf forests in the high elevations. There is a wide variety of edible roots and berries to be found. The rivers in the region provide for yearly salmon runs as well as several varieties of trout, eel and large sturgeon. Elk, deer, moose, mountain sheep, mountain goat, black, brown and grizzly bears are also native to this area.

The people of all three cultural regions eat a large variety of roots, berries and other wild plants. They also fish for salmon and other river fish. SALMON is important to the people in all three regions and various ceremonies and spiritual beliefs center on the Salmon.

In the Puget Sound Lowlands and on the Northwest Coast, the people do a little hunting for small game animals. The major part of their diet comes from the sea and seashores. Clams, mussels, seaweed and crab are gathered and are as much a part of their diet as the fish from the sea. On the Northwest Coast, the men hunt for whales and other sea mammals found in the ocean waters. The oil from these mammals is used to preserve as well as to add flavor to various foods the people eat.

The people of the Plateau Region migrated east to hunt buffalo and antelope. Certain times of the year were designated as the hunting season, as they are today.

For the Northwest Coast and the Puget Sound Lowlands' people, the Cedar tree is important. The Cedar has provided materials to make clothing, houses, food, containers and canoes. (The clothing was made by shredding the inner bark of the Cedar into fibers which were then woven into a soft, warm water repellent cloth. It was also used for diapering babies.) The people of these regions often used animal furs for warmth, and seldom wore buckskin-type clothing because it would not last in the wet weather of these regions.

The people of the Plateau region used skins of the large animals they hunted for clothing. They also wore leather moccasins to protect their feet during the cold winters. (The people of the Coastal Region usually would not wear shoes because the weather wasn't that cold and rain would keep leather shoes wet.)

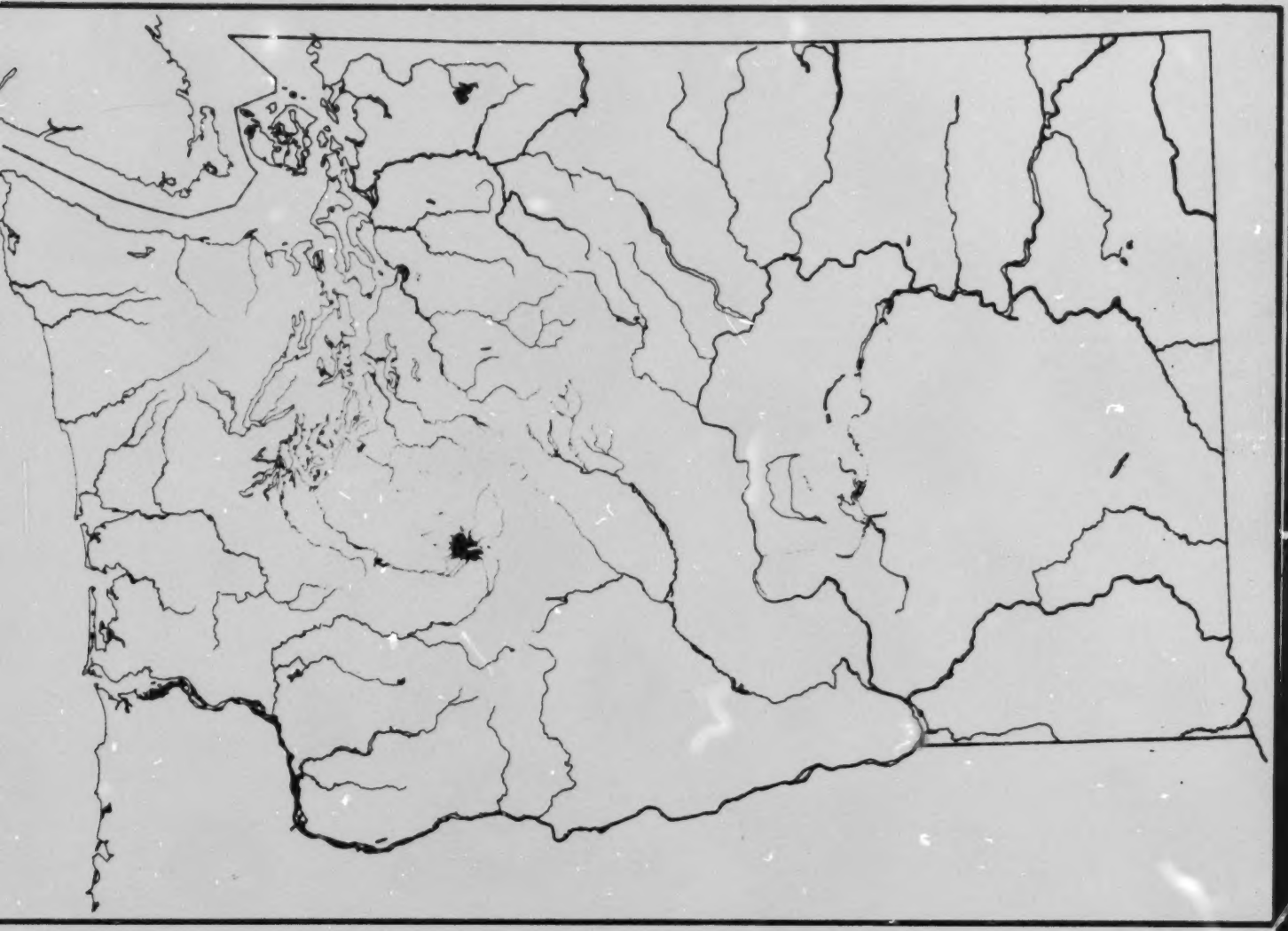
The people of the Pacific Coast and the Puget sound Lowlands built their houses from Cedar planks. These houses were large enough to accomodate several families. They made temporary houses in the summer when they went to fish or gather other foods. These houses were made of simple wooden frames covered with mats made of cattail. The people of the Plateau area also lived in large houses but these were made of tull mats covering a long A-frame type structure. Their temporary houses were small, conical-shaped structures covered with tull mats and animal skins. These were built when hunting or fishing.

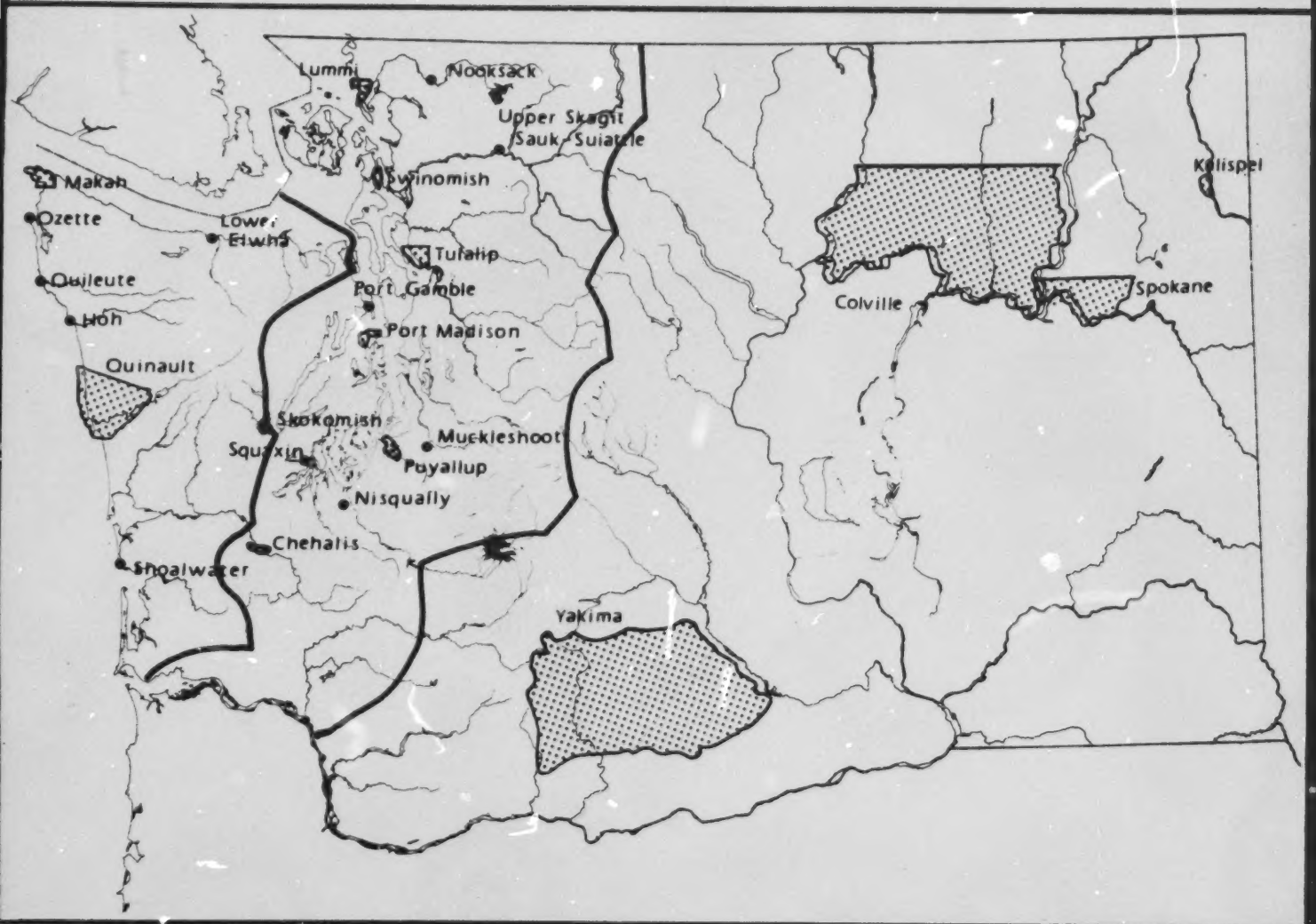
All three regions used canoes for travel on the waterways. The Northwest Coast and Puget Sound people made their canoes by carving them out of a whole Cedar tree. The Plateau people carved canoes out of logs, but they also made them by sewing large pieces of bark to a canoe frame. The people of the Plateau also used travois pulled by horses or dogs to carry their belongings.

Another aspect of this GUIDE will reinforce traditions of the Native American people in the State of Washington through activities dealing directly with the environment. It reflects ways in which the natural environment has influenced the lives of the people. Through the use of maps, legends and activities, the children in your classroom will be introduced to various aspects of the culture of the people by accomplishing the following goals:

1. Students will begin to understand environmental characteristics of the three cultural regions of Washington State through the eyes of the first people living in those regions.
2. Students will develop an understanding of the ways the people in each cultural region of Washington State adapted to their environment.
3. Students will develop an understanding of how the family plays an important role in the lives of children and how the family relationships affect a sense of community.
4. Students will begin to understand different art forms and how environmental materials are utilized in the art.
5. Students will understand the importance of Games in teaching children what their roles will be as adult members of the community.

As stated previously, this GUIDE has been developed as a supplemental curriculum guide to assist you in adding Native American activities to your classroom curriculum. Its purpose is to instill in children an awareness and respect for people in general and, in particular, the Native American people of the State of Washington. It will also provide an opportunity for teachers to demonstrate respect for the cultural identity of their students. For Native American children, classroom use of activities presented in the GUIDE will help to reinforce a positive self-image and a sense of pride in cultural histories and traditions.

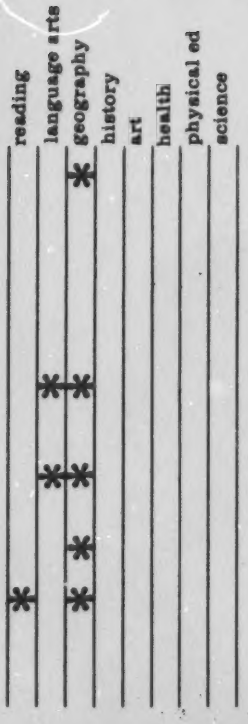


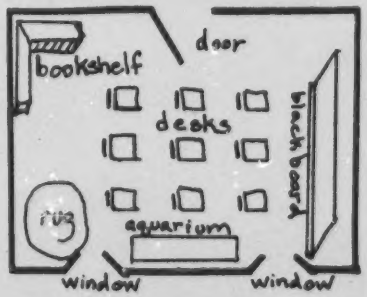

Lummi
Nooksack
Upper Skagit
Sauk-Suiattle
Makah
Snohomish
Kalispel
Ozette
Lower Elwha
Tulalip
Quileute
Port Gamble
Spokane
Colville
Hoh
Port Madison
Quinault
Skokomish
Muckleshoot
Squaxin
Puyallup
Nisqually
Chehalis
Shoalwater
Yakima

UNIT I - NATURAL SURROUNDINGS

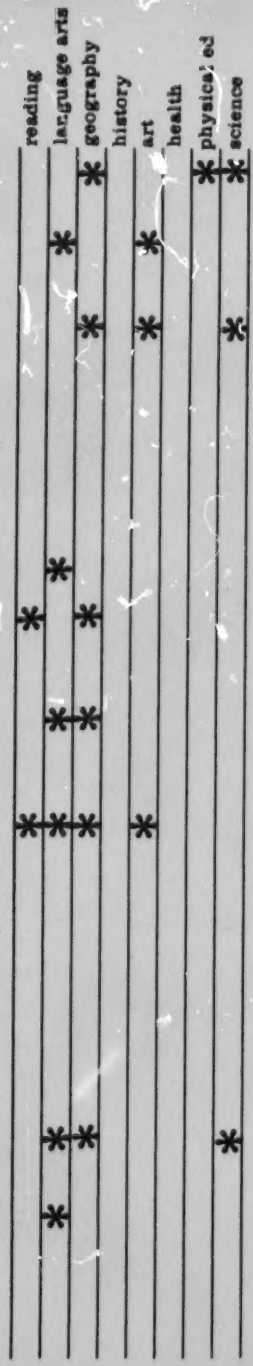
Understanding their environment was a basic concern in the lives of Native American People. In the area which is now called Washington State, the people needed to know detailed information about the mountains, rivers, lakes, and other geographic features as well as the plant and animal life of their region in order to survive. Such information, which dealt with the spiritual as well as physical nature of their environment, was passed from one generation to the next by all tribal members in the three cultural regions of Washington State. Although the focus may vary, a general theme running throughout the stories emphasizes a reverence for all aspects of nature.

GOAL: **In this unit students will begin to understand environmental characteristics of the three cultural regions of Washington State through the eyes of the first people living in those regions.**



Objectives	Activities	Resources
1. The student will learn that the globe and maps are pictures of the way our environment looks.	Make a map of your classroom on the blackboard. Start with a simple outline map. Have each student choose an object found in some part of the room and indicate where it should be represented on the map. Have students use this map to a) illustrate a story, b) describe the location of a object, c) explain how to get from one place to another. ASK: "What is this map a picture of?" (our classroom) Explain that most maps are pictures of what the earth looks like. Show various maps and globes of the earth. (Include both large and small scale maps indicating a common reference point such as your community.)	EXAMPLE:  MAPS (large and small scale of world and North America.)

2. The student will locate Washington State on the globe and on smaller maps.	Show students the area on the map representative of the state we live in.	Maps and globe.
	Refer to the maps with UPSTREAM at the top of the map and DOWNSTREAM (Pacific Ocean) at the bottom of the map as well as in the conventional manner putting NORTH at the top and SOUTH at the bottom. (This will give students an idea of the way Native Americans perceived their world as well as finding out that there is no one way to look at maps.)	If you have purchased the supplementary Map "Every River Has Its People", use this map to show the UPSTREAM-DOWNSTREAM perspective.
	Ask if anyone knows the name of our state. (At this point the word "WASHINGTON" could be written on the board. Older students could discuss the definition of a State and find out how the name Washington was chosen or research other topics which interest them.)	
	Have the class share experiences of visiting other places in the state.	Use students as resource people.
	Discuss the weather and natural surroundings of these places. (This information will be fairly subjective but it is important to use real experiences of the students when studying about abstract places.)	
	Using information gained from class members, have students illustrate a simple outline map of Washington State showing important characteristics of the locations discussed.	
3. The student will learn how the natural environment of Washington State appeared to the first people living here.	Read: The Wishpush Story The Origin of the Chinook Indians Discuss the geographic features referred to in each story and locate them on the map.	The Wishpush Story, page Ia. The History and Culture of the Indians of Washington State
	Have students illustrate each story giving special attention to the natural features mentioned.	MAP 2, page 5



Objectives	Activities	Resources
	Take a field trip to one of the places mentioned in the stories. (Or visit a nearby land or water form and have students tell their own origin stories about the place.)	
4. The student will learn that geographic features are represented by symbols and pictures on a map.	Have the students draw pictures depicting specific land and water forms found in Washington State such as mountains, rivers, lakes, streams, river plateaus and bodies of salt water. (They will use knowledge gained from the Origin Stories, field trips and other experiences.)	Drawing materials
	In small groups have the students decide on a symbol for each of the land and water forms. (It might be helpful to expose students to symbols used on various other maps.)	Arrange students into small groups. Maps showing land and water forms symbolically.
	Decide within the large group what you as a class will use as symbols for your own map.	
	Using other maps as a reference, help the students locate and draw in the important geographic features of the State of Washington on their maps using their own symbols.	Maps
5. The student will identify similarities and differences in the climate and geography of the Coastal, Puget Sound Lowland and Plateau cultural regions of Washington State.	Expose students to visual information illustrating the differences in the natural environments of the three main cultural regions of Washington.	Films: The Cascade Mountains Lava and the River: Columbia Plateau.
	View films and show pictures of each region.	Picture Sources: Coastal Washington Inland Empire Washington Northwest Coast Indians Land and Life
	Have class members relate their own experiences of traveling to other parts of the state.	

	Discuss characteristics of your own region. What is the weather like at different times of the year? What is the terrain like?	
	Help students make a mural or collage of each region using pictures out of magazines or student's own illustrations to show the most important characteristics of each cultural region.	Paper, glue, old magazines
6. The student will become familiar with plants and animals of the Coastal, Puget Sound Lowlands and Plateau regions of Washington State.	View films and look at pictures in books to expose the students to plant and animal life in each cultural region of Washington State. To learn more about the plants and animals of this state, read Discovering Mt. Rainier, Northwest Trek book and Discovery Book for the Seattle Aquarium and try some of the activities in these booklets.	Suggested Films: Common Animals of the Woods Discovering the Forest Life in the Grasslands Life Between the Tides Men and the Forest Part I Books: Wildlife in Washington State Discovering Mt. Rainier Northwest Trek Book Discovery Book for the Seattle Aquarium
7. The students will learn about plant and animal life in their region through direct observation. This is the way native people traditionally studied nature.	Participate in one or more of the Nature activities.	Nature Activities Page, Ib.
8. The students will learn that Quileute people and people from other tribes told stories to explain the ways things are.	Read: Ba'yak and A'kil - Quileute Why the Crow says "Caw Caw" - Makah Skunk - Muckleshoot Chipmunk Meets Old Witch - Yakima, Warm Springs	Bay'ak and A'kil, page Ia. History and Culture of the Indians of Washington State The Indian Reading Series
9. Using specific observations of nature around them, students will create their own stories explaining how things got the way they are today.	Have class members write or tell a story about how an animal or plant got the way it is today.	Writing Materials

THE WISHPUSH STORY

(WISHPUSH - BEAVERS)
(NCH'I' - LARGE)

(WISHPOO - BEAVER)
(P'USHT'AY - HILL)

Long ago there were two nch'i' wishpush who lived far away, near Cle Elum.

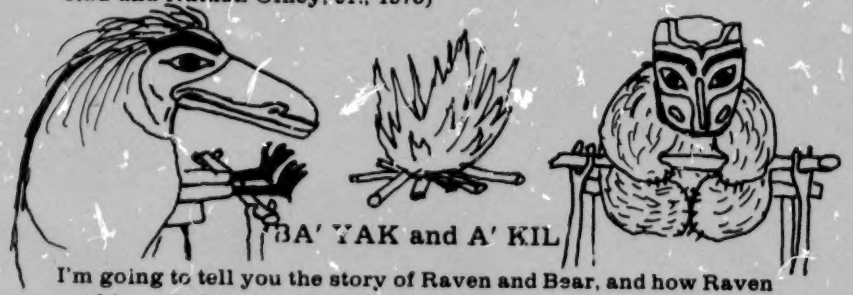
They never did get a'ong, and one day they got into a big fight.

They fought for days, throwing dirt everywhere with their nch'i' flat tails. The fight started in Cle Elum and ended in Yakima. Where they dragged their great tails, a river bed was formed. The river is the Yakima.

The fight went on and on, the wishpush were getting very tired. Then with a final, mighty flap of great wishpoo tails, a great chunk of the ridge was torn off, making a huge hole called a gap.

Today we call this Union Gap. We can go to Yakima through this gap made by the wishpush.

(This legend was reprinted with the permission of the Yakima Indian Nation. It was printed in Pushapmi Stories, by Violet E. Rau and Nathan Olney, Jr., 1975)



BA' YAK and A' KIL

I'm going to tell you the story of Raven and Bear, and how Raven got his curled-up feet. The raven is Ba' yak and the bear is A' kil in Quileute Language.

One time Raven went up to visit his old friend A' kil, the bear. Bear prepared him a nice feed. He told his Mrs. Bear to be sure to fix him up a big dish.

Bear went upstairs to get a bunch of dried fish to prepare for Ba' yak, the raven. Raven watched every move he made. A' kil started beating the dry fish, to soften it for Raven.

Bear went outside to get something. He came back with two sticks with prongs and a straight one. He drove the pronged sticks into the ground by the fire, and put the straight stick across them. Then he got his box, his chair, and sat down and started to roast his feet by the fire. Imagine that! Bear was going to make oil for dipping the fish in.

He asked Mrs. Bear, "Is the oil coming down?" "Oh yes," she said. "It's dripping like everything and the pan is half full already." Bear said, "Ah-h-h-h, we'll have a lot of oil for Raven to take home."

Ba' yak was watching, amazed at what Bear was doing.

The reason Bear was getting grease off his feet was because he has so much fat in his body. That's why he was putting his feet by the fire, so that he could get the grease out of them. And they were dripping, dripping, dripping.

Finally he got through roasting his feet for oil and Mrs. Bear set it in front of Raven so that he could start eating. Raven dove right in, eating the fish and using the oil to dip his dry fish in.

After he got through, Old Bear told him to take the rest home to his wife so that she would know how well Old Bear feeds his guests.

Then Raven said to Bear, "I'll invite you to come down to my place. I've got some dry fish." So Bear said to Raven, "Sure I'll go down there."

So later Bear went down the river to visit Ba' yak. Ba' yak got what few fish he had and told his wife to build a fire. He said, "We're going to feed Mr. Bear."

Bear started watching. He knew Raven was going to try the same thing he had done. Ba' yak always tries to copy what others do. And sure enough, Ba' yak did everything the same as A' kil had done. But when he asked his wife if the oil was coming down yet, she said "No-o-o-o, there's not a drop, your feet are getting blacker and blacker." So Raven said, "Put more fire on it, put more wood on the fire, so it'll heat up my feet and the oil will start dripping." So she put more wood on the fire.
"No, there's no oil at all," she said. "Your feet are just curling up." Old Raven said "Ahhh-sh, hoh-hoh-hoh-hoh." His feet began to curl up and dry up and crack.

That's why the raven today has feet that are curled up and black.

(This legend was reprinted with the permission of the Quileute Tribal School. It was printed in Quileute Book 1)

NATURE ACTIVITIES PAGE

Activity 1 - SILENT WATCHING

Native American people learned about nature through direct observations. This activity will help the students learn about nature in the same way, through their own quiet observations.

Take the class to a nearby forest, hillside or beach.

Have each child go to a separate spot and quietly observe what is going on around them.

When you come back together, have each class member describe one plant or animal that he or she observed.

Activity 2 - CLOSE TO MOTHER EARTH

In this activity the students will begin to feel the importance of the earth to all aspects of nature. Native American people understood the giving qualities of the earth and referred to her spiritual qualities in many stories.

Go to a spot in the forest.

Have class members lie on their backs several feet apart being as quiet as possible.

Have them observe plants and animals from this point of view.

After about twenty minutes come back together and have students share their experiences of being part of the forest floor.

How did they feel? What did the earth smell like? Was it warm? Cold? Wet? What did the trees look like?

Activity 3 - LISTENING TO NATURE

Native American people needed to use all of their senses in observing nature. It was especially important for them to listen to sounds being made by animals. These sounds would often help them to identify danger or even forecast the weather. This activity will give students a chance to exercise their listening skills.

Take the class on a walk through a forest.

Stop at intervals along the way and have the class members close their eyes and LISTEN. After about thirty seconds have each child describe one sound they heard. (Write down their observations.)

Try to see how many different sounds the group can discover. Talk about which sounds they liked best, worst. What was the quietest, loudest, highest, lowest sound?

Activity 4 - GETTING TO KNOW A TREE

Trees were very important to Native American people throughout Washington State. They used trees for food, clothing, housing, transportation and recreation. In this activity students will come to know a tree.

If you live in Western Washington locate a Western Red Cedar Tree. If you live in Eastern Washington, locate a pine tree.

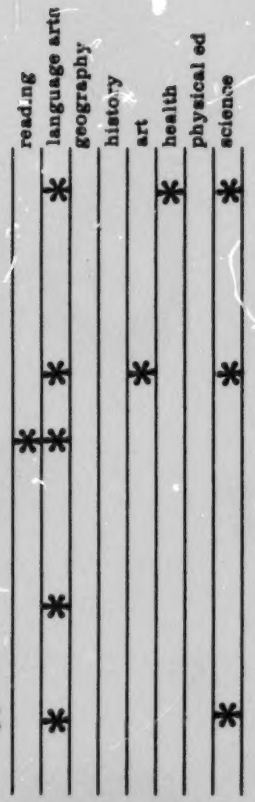
Have the students:

Look at your tree from a distance.
Trace it in the air with your finger. (What is the shape of your tree?)
Make a "telescope" with your hands and look at your tree through it. (How do the branches go out from the trunk? Show this with your own arms as branches. Go up close to your tree. Look up. What do you see? Hug the tree's trunk. What does it feel like? Find a quiet place and draw a picture of your tree.

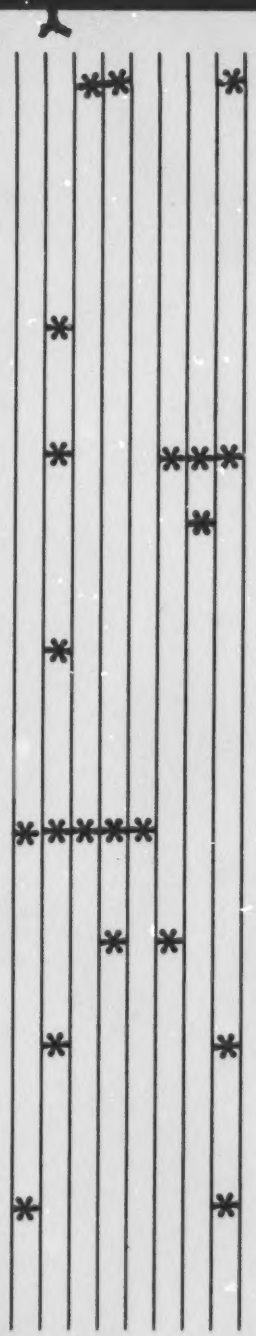
UNIT II - THE ENVIRONMENT AND ITS PEOPLE

The environment of each niche in the earth's surface has particular geographic and climatic features which influence the type of plant and animal life found there. Throughout Washington State the lives of the indigenous people were also affected by the natural characteristics of their particular environmental niche. Their food, clothing, shelter, and even language were affected by the surrounding environment and the resources it provided them.

GOAL: **In this unit the student will develop an understanding of ways the people in each cultural region of Washington State adapted to their environment.**



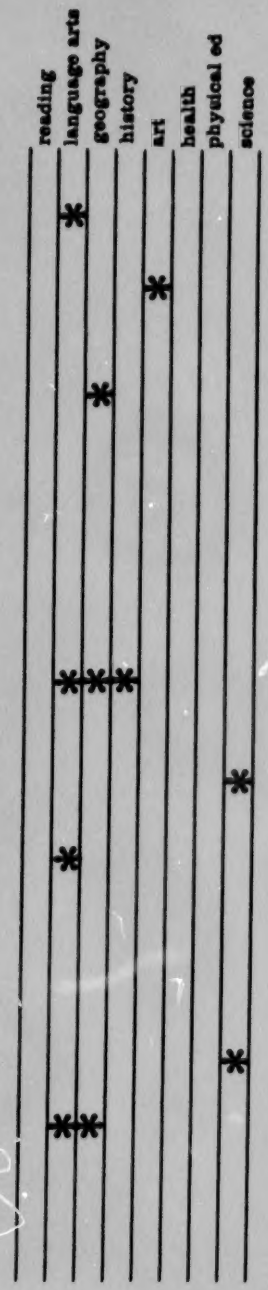
Objectives	Activities	Resources
A. FOOD		
A 1. The student will name plant and animal sources which his or her food comes from.	**Have students think about their favorite food. Ask each student to share this food with the class and tell whether it came from a plant or animal. Discuss the various plants and animals we use for food sources.**	
A 2. The student will identify foods made from plants and animals in each cultural region.	**Have each student draw a picture of his or her favorite food and its source.**	Drawing materials
	Read: Chief Sealth and His People (Puget Sound Lowland)	**Chief Sealth and His People**
	David, Young Chief of the Quileutes (Coastal)	**David, Young Chief of the Quileute**
	Come to Our Salmon Feast (Plateau)	**Come to Our Salmon Feast**
	Talk about foods mentioned in each book and where they were found.	
	What are the foods that people living in all three regions use?	
	(Salmon, Camas and other roots, berries)	



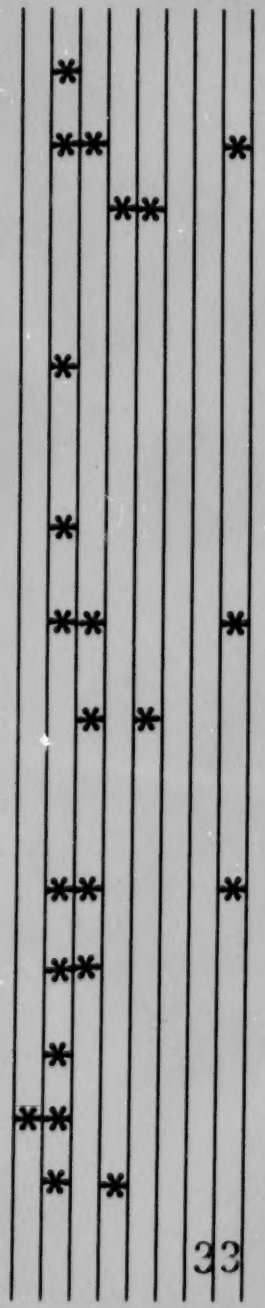
	What were foods unique to the regions? Buffalo was used only by the Plateau people in Washington State. Make the Buffalo Puzzle for the students to play with. Whales were hunted only by the Coastal people of Washington State. Have students play with the whale lacing cards.	Both activities can be found in The Daybreak Star Preschool Activities Book.
A 3. The student will learn that many people are involved in the process of gathering and preparing food.	Ask if any students have had the opportunity to gather and prepare their own food. If so, have them share their experiences.	
	Choose a food native to your region. (i.e., berries, clams, roots, fish)	
	Have the whole class participate in locating, acquiring, preparing, serving and eating this food.	Provisions for a field trip
	Invite an Elder from your community to go with you to show you how to identify foods and prepare them to be eaten. (Also have him or her explain the division of labor in the process of getting food.)	Elder from community
	Take pictures of each step in this process and have students put the pictures in the proper sequence and write a story about what happened at each step. (Younger students could illustrate the sequence of activities and tell the story orally.)	Camera Drawing materials
	Help the class make recipes using traditional food sources of Native People of Washington State.	Recipe Page, page IIa
A 4. The student will observe that the first people living in Washington were careful and not wasteful in their environment.	Ask an Elder from your community to come and talk with the class about reverence for life.	Elder
	Read page 4 in Chief Sealth and His People.	Chief Sealth and His People
	Discuss some reasons that we should show respect for each other and the nature around us.	

reading	language arts	geography	history	art	health	physical ed	science	Objectives	Activities	Resources
	*				*	*	*		Help the class decide upon some activities they could do that would help them to show respect for their surroundings. (Examples: recycle classroom materials, pick up trash in the community, etc.)	
								B. CLOTHING		
	*				*			B 1. The student will identify reasons for wearing clothing.	Discuss with students what clothes protect us from. (getting cold, wet, too hot or too sunburned)	
				*					Have class members draw a picture of their favorite piece of clothing. Then have them share their pictures with the class explaining how that piece of clothing protects them.	Drawing materials
	*									
	*		*					B 2. The student will recognize differences in the traditional clothing of the three cultural regions of Washington State.	Present clothing from the traveling museum collections representing each cultural region.	Traveling Study Collections, Thomas Burke Museum, Seattle
							*		Let students handle the clothing.	
	*								Discuss characteristics of the fabrics. (heavy, warm, soft, rough, stiff, etc.) Discuss ways these fabrics might have protected the people who wore them. (waterproof, warmth, etc.)	
	*		*	*		*			If possible, visit the Museum of History and Industry to look at its clothing collection.	Museum of History and Industry - Seattle, WA.
							*	B 3. The student will identify characteristics of fabric which clothing is made.	Have students experiment with materials used in the clothing of each region as well as materials used in clothing today. (Test each material in water, heat, cold, and sunlight) Have students speculate on the best use for each material.	leather, cedar bark, dog and goat wool, cotton and synthetic materials
							*			
	*		*	*					Have Native American students bring in a family heirloom, something one of their ancestors used for clothing.	Student's belongings
		*	*	*					Color pictures of clothing worn by people in each region.	Coastal and Puget Sound Mamook Book, page 9 Plateau Animal People, pages 4, 10, 12

B 4. The student will learn that we need different clothing for different times of the year.	Talk about different types of clothing worn by students. Have them give examples of clothing they wear at certain times of the year.	
B 5. The student will recognize that most Native Americans today do not wear their traditional clothing except for special occasions.	Read Fisherman on the Puyallup and Sharing Our Worlds. Discuss whether Native Americans still dress in the traditional ways. Color the picture of the Contemporary Children found in Mamook Book.	Fisherman on the Puyallup Sharing Our Worlds Mamook Book, page 8.
C. HOUSES		
C 1. The student will define "house"	Ask students to share what a house is to them. (shelter, protection, home, a place to eat, sleep, play, and work) Have students draw, "My Own House." Show pictures of traditional houses used by Native people in the three cultural regions of Washington.	 Drawing materials Picture Sources: Visions of a Vanishing Race Portraits of American Indian Life
C 2. The student will learn about materials houses are made of. C 3. The student will learn differences between houses from the three regions.	Have class members color and construct a house from each cultural region. While making each house, discuss substances they were made of.	Patterns for: Coastal Longhouse, Page IIb Puget Sound Longhouse, Page IIc Plateau Mathouse, page IId
C 4. The student will identify different types of houses used at different times of the year.	Ask class members if they have ever lived in a temporary house. Have them give examples of temporary houses. Why would this type of house be useful? Show pictures of temporary houses used by Native people of Washington State and talk about the reasons they needed such houses. Color and match "Housing Activities Sheet".	 Picture Sources: Visions of a Vanishing Race Portraits of American Indian Life Housing Activities Sheet, page IIe



Objectives	Activities	Resources
D. TRANSPORTATION		
D 1. The student will identify ways we travel today.	Ask students to give examples of ways we travel today. (cars, buses, trucks, airplanes, trains, boats, bicycles, walking.) Have each student draw a picture of one mode of transportation used today.	Drawing Materials
D 2. The student will learn that most Native American People in Washington State lived along the waterways.	Point out on the map several tribes within the State of Washington which lived on waterways. (Some examples are as follows:) The Puyallup - Puyallup River The Duwamish - Duwamish River and Puget Sound The Makah - Pacific Coast The Yakima - Yakima River The Nez Perce - Snake River Using the map, have the class decide upon the fastest route from Puyallup to Duwamish. (The waterways act as roadways) What would be the best vehicle to use for this route?	Supplementary Map "Every River Has Its People"
D 3. The student will learn that most Native Americans in Washington used canoes for transportations along the water systems.	Show pictures of Coastal, Puget Sound, and Plateau Canoes. Explain that canoes on the Coast and in Puget Sound were carved from one cedar tree. Those in the Plateau Region were made in two ways. Some were carved out of a large tree as on the Coast. Others were made from pieces of bark sewn together over a canoe frame.	Picture sources: Coastal Northwest Coast Indian Land & Life Quileute Puget Sound, Plateau Visions of a Vanishing Race Portraits of American Indian Life
D 4. The students will identify ways the Plateau people traditionally carried their belongings across wide stretches of land.	Using the map, ask the class members how they suppose the Yakima were able to visit other tribes in the Plateau region. Point out Yakima and Nez Perce on the map. Ask if they could get from Yakima to Nez Perce using a waterway.	



	Ask students how they think people were able to carry their belongings on these overland trips. Show pictures of dogs and horses pulling travois.	Picture Sources: **Visions of a Vanishing Race** **Portraits of American Indian Life**
	Ask students if they think land or water travel was easier? Why?	
	Color a picture of a travois being pulled by an animal.	Transportation Page, page IIf
D 5. The student will learn that the Plateau people made snow shoes to travel on the snow in winter.	Explain that most areas of the Plateau Region had deep snow during the winter. In order to travel more easily they made snow shoes to wear.	Transportation Page, page IIf
	If class members or their parents have a pair of snowshoes, ask if they could bring them to share with the class.	
E. LANGUAGE		
E 1. The student will identify times of the year in his or her own words.	Have the class recite the English names for the months of the year.	
	Decide as a class upon a meaning for each month using observations of your environment at that time of the year.	
	Have several class members illustrate the Cards with the English names for the months on them, to show the meanings your class has given to the months.	Calendar Cards in English, page IIh
E 2. The student will learn that the way people experience their environment is reflected in their language.	Show the class the pictures illustrating the Lummi meaning for each month of the year.	Lummi Calendar Cards, page IIi
	How do the Lummi meanings compare with yours for each month?	
	Play the LUMMI-ENGLISH CALENDAR GAME	Language Activities Page, page IIg
E 3. The student will learn that people living fairly close to one another within Washington State traditionally spoke very different languages.	Teach the class simple words from Quileute, Northern Lushootseed, and English.	Language Activities Page, page IIg
	Read **The Wishpush Story** and **Ba'·yak and A'·kil**.	**The Wishpush Story**, page Ia **Ba yak and A kil**, page Ia
E. 4 The student will recognize that many Native American People living in Washington State today still speak their tribal languages as well as English.	Ask a tribal Elder from your community who still speaks his or her tribal language to come to your class. They might want to tell a short story or teach the students a few easy words or a simple song in their language.	Tribal Elder from your community.

USING BERRIES

FRUIT LEATHER

1. Pick berries or thaw and drain frozen ones.
2. Place them in a blender.
3. Add sugar or honey to sweeten the mixture.
4. Blend berries and sweetener until they are like a syrup.
5. Pour the syrup on a cookie sheet that has been lined with plastic wrap.
6. Set in the sun or a warm place to dry for at least 3 to 4 days.
7. When the fruit leather has dried, you can peel it off the plastic wrap and eat it or roll it up and store it in a dry place for later.

(Taken from May 1979 Daybreak Star Magazine.)

HUCKLEBERRY FRITTERS

1 pound fresh huckleberries
4 cups of flour
½ cup milk
3/4 cup sugar
3½ tsp. b. powder
5 eggs

1. Sift together the flour and baking powder. Add sugar.
2. Beat eggs slightly, add the milk to them and stir.
3. Mix dry and liquid ingredients. Stir in huckleberries.
4. Heat oil (about 1½ inches deep) in a heavy skillet until it reaches 350°F.
5. Drop batter in the fat by tablespoonfuls. Turn to brown evenly.
6. Place on paper towels to drain. Serve warm.

(Taken from October 1980 Daybreak Star Magazine.)

USING SALMON

FISH HEAD SOUP

4 Salmon heads
10 Medium size potatoes, diced
1 Large onion, chopped
Salt and Pepper

Wash the fish heads and put them into a soup pot with water, potatoes and onions. Add salt and pepper to taste. Bring to boil and cook until potatoes are done.

(Taken from December 1978 Daybreak Star Magazine.)

SALMON EGG SOUP

Salmon eggs
Seaweed
Ooligan grease, to taste

Boil the salmon eggs for 10 minutes. Add the seaweed and Ooligan grease. You soup is ready!

(Taken from December 1979 Daybreak Star Magazine.)

EVERYONE'S FAVORITE

FRY BREAD

Mix together 2 cups flour, 1 tsp. salt, 2 tsp. baking powder, ½ cup dried milk, 1 Tbsp. sugar (if you wish) and 1 cup warm water. Knead dough slightly.

Pat dough into small circles about ⅛" thick on a floured board. Fry quickly in hot oil until nicely browned. Place on paper towels to drain. Serve warm.

COASTAL LONGHOUSE

Directions for Longhouse

1. Cut out roof and house sides (with tabs)
2. Cut out smoke hole in roof
3. Paste or tape tab "A" to back of house, tab "B" to house front
4. Paste or tape roof tabs "C" to roof

ROOF

SMOKE HOLE

HOUSE SIDE

B

C

C

A

HOUSE SIDE

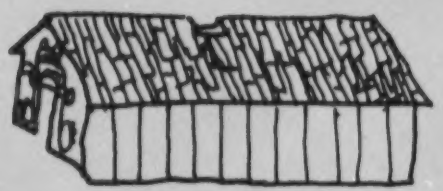
PUGET SOUND LONGHOUSE

Permission to reprint granted by
Chuck Larson, Tacoma Indian
Education Program

PLATEAU MATHOUSE

fold in half from "A" to "B"

Permission to reprint granted by Chuck Larson, Tacoma Indian Education Program

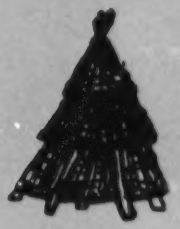


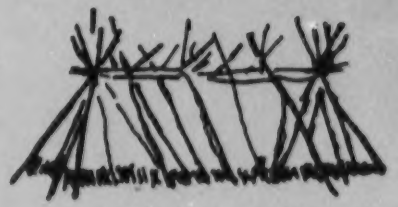
Draw a line from each child to the house he or she lives in.

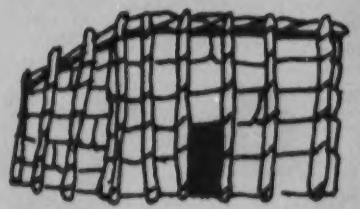
Draw a line from each house to one of the pictures to show which season of the year it would be used in.

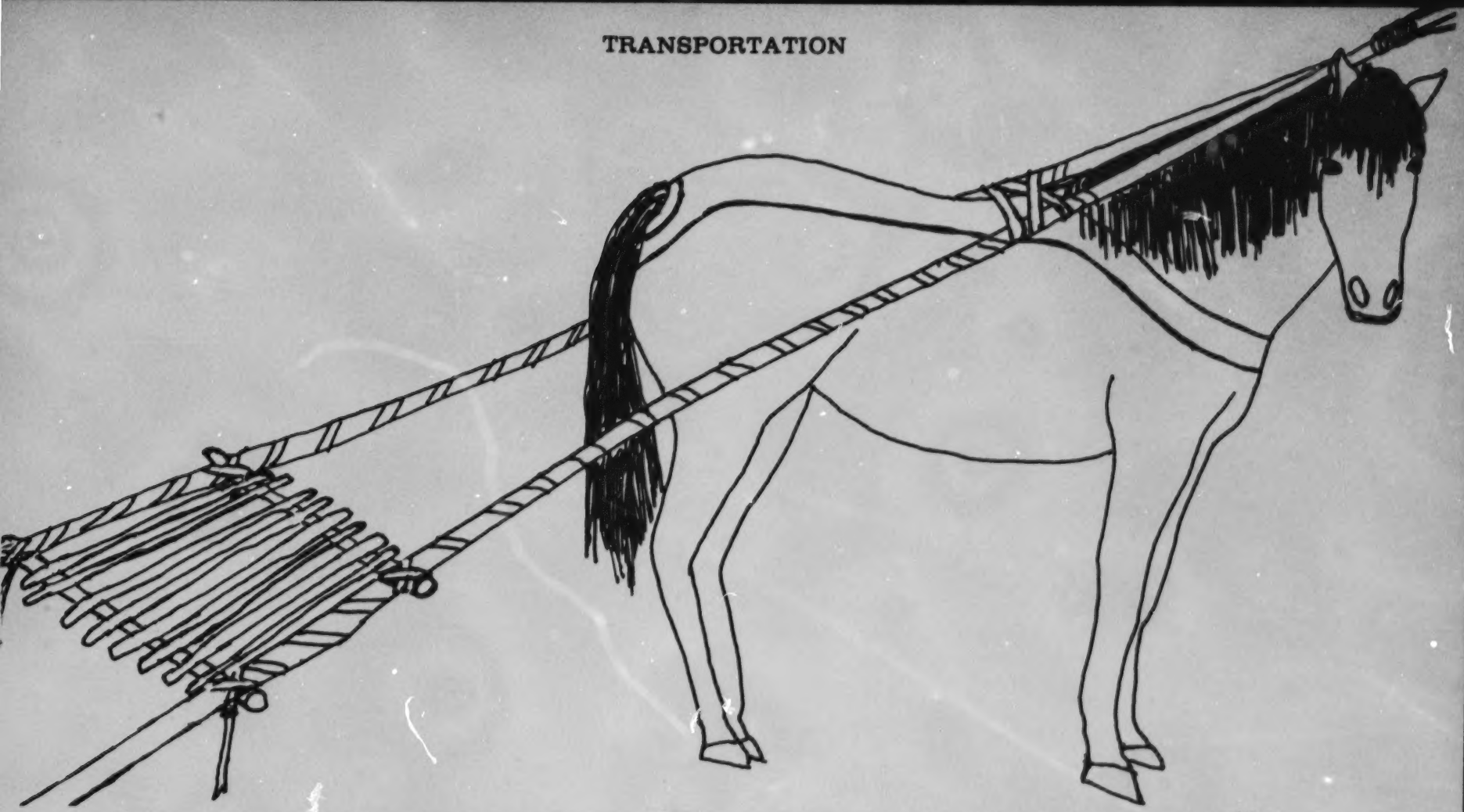
SUMMER

WINTER







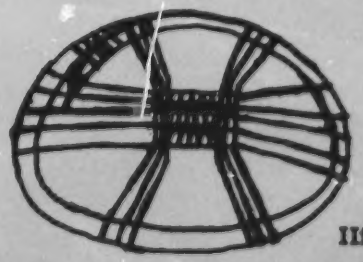


MAKING SNOWSHOES

People of the Plateau region of Washington State made bear paw type snowshoes to help them walk on the winter snow.

To make your own snowshoes, find two flexible branches. Bend each branch into a circle and tie its ends together with a string or a piece of leather thong. Tie strings or leather straps across the center as shown in the picture below.

Now you have your own set of snowshoes!

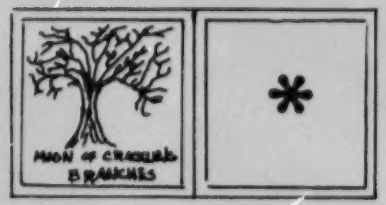


LUMMI CALENDAR GAME

1. The English and Lummi cards showing meanings for each month of the year can be enlarged if desired.
2. The pictures for the Lummi months appear in the same order as the corresponding squares for the months in English.
3. After all of the cards are illustrated, cut them apart and put matching stickers or symbols on the backs of each pair of cards which represent the same month.

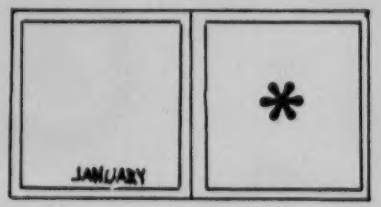
EXAMPLE:

Lummi Card



front back

English Card



front back

4. Cover cards with contact paper to protect them.

GAME INSTRUCTIONS

1. Match the Lummi card for each month with its matching English card for the same month.
2. Check to make sure you are right by looking at the symbols on the back of your cards. If you are right these symbols will match.

ACTIVITY 1 - Colors

1. Make large posters and color them white, red, blue, black, and yellow.
2. On each of these write the English, Quileute, and Northern Lushootseed word for each of the colors.

EXAMPLE:

White	Red	Blue	Black	Yellow
k´aba´ta	pí·cha	ƛo·pa	shí·pa	pitɬí·so
x̌ʷi·qʷəqʷ	x̌i·čəc	x̌ʷi·qʷix̌ʷ	x̌i·bəč	x̌ʷi·qʷac

ENGLISH	White	Red	Blue	Black	Yellow
QUILEUTE	k´aba´ta	pí·cha	ƛo·pa	shí·pa	pitɬí·so
LUSHOOTSEED	x̌ʷi·qʷəqʷ	x̌i·čəc	x̌ʷi·qʷix̌ʷ	x̌i·bəč	x̌ʷi·qʷac

3. Display these charts in the room so that students will notice the difference in languages of People in Washington State.
4. If you want to go further with this activity, look in the Quileute Language Book #2 and Lushootseed #1 to find out how to pronounce these colors. Then teach them to your students.

ACTIVITY 2 - Numbers

Do the above activity only using numbers one through five.

EXAMPLE:

one	two	three	four	five
wił	ɬaʔw	kʷəɬ	báʔyas	tá·si
dəčuʔ	saliʔ	ƛixʷ	buus	cəlac
*	* *	* * *	* * * *	* * * * *

ENGLISH	One	Two	Three	Four	Five
QUILEUTE	wił	ɬaʔw	kʷəɬ	báʔyas	tá·si
LUSHOOTSEED	dəčuʔ	saliʔ	ƛixʷ	buus	cəlac

ENGLISH CALENDAR CARDS

JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

MOON OF CRACKLING BRANCHES

MOON OF DEEP SNOW

MOON OF CHINOOK WINDS

MOON OF BUDDING TREES

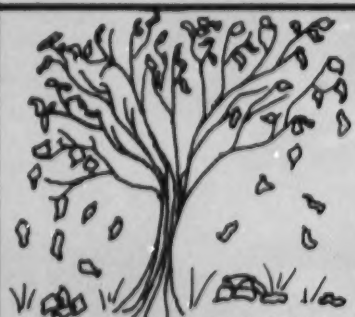
MOON OF FLOWERS

MOON OF SALMON'S RETURN

MOON OF RIPE BERRIES

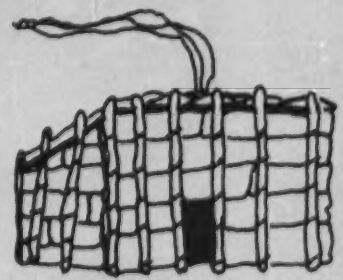
MOON OF DRY GRASS

MOON OF HARVEST



MOON OF FALLING LEAVES

MOON OF FROST'S RETURN

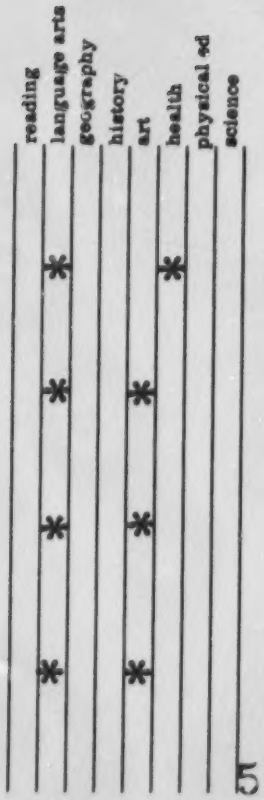


MOON OF WINTER

UNIT III - FAMILY

The Family and the community play an integral part of the Native American way of life. Members look at themselves as part of a whole unit. Children play an integral part within the unit. The Native American child's picture of his family usually includes parents, brothers, sisters, grandparents, aunts, uncles, cousins, and any other significant person who takes the time to care for the child. This is unlike the family that the contemporary child in the non-Indian world is used to calling "family." The Native American child lives in an "extended family," whereas in the mainstream, the family tends to be thought of as consisting of only the "nuclear family." This unit does not make reference to specific cultural areas as do other units. This has been done purposefully to stress the fact that the "extended family" concept is universal among Native American people.

GOAL: **Students will develop an understanding of how the family plays an important role in the lives of children and how the family relationships affect a sense of community.**



Objectives	Activities	Resources
1. The student will become aware that he or she is unique and so are the others in the class.	Explain to the students that each of them will have an opportunity to share a little about themselves with the class.	
	Have the class begin thinking about their favorite hobbies, foods, activities, etc.	
	Have them begin cutting out pictures and words that help them express who they are and what they like.	Old magazines and newspapers.
	Have the students pick a partner and provide each "team" with butcher paper.	
	Tell students to lie down on the butcher paper. Have their partners trace their outline. Cut it out. Reverse the procedure so that both students have a silhouette.	Different colors of butcher paper and felt pens.
	Have students glue the pictures and words they have gathered onto their own silhouettes.	Scissors and glue.

Objectives	Activities	Resources
2. The student will identify the members of his or her family.	Have the class fill in the chart entitled "My Family." (This chart is developed to show who a Native American child views as part of his or her family.) Have members of the class draw pictures of their families. Have the class share their family by telling stories based on the pictures they have drawn.	MY FAMILY chart, page IIIa.
3. The student will learn that Native American children learn from their parents and other elders.	Discuss with the class that in some families the Native American child learns the following from several older people, not just their parents: • Respecting others • Believing in others • Caring about others • Sharing with others • Helping others • Saying good things to others • Learning life skills • Accepting responsibility • Carrying on their culture Read the poem from My Heart Soars entitled "Words to a Grandchild." Read Fisherman on the Puyallup. Have a student volunteer to invite a family member to the classroom. Have the Elder come to your class to tell a legend or do an activity with the students--cooking, arts and crafts, etc.	My Heart Soars Fisherman on the Puyallup Elder of one of the children in your classroom.
4. The student will learn that giving a name to an Indian child is an important family event.	Read "Naming Ceremony" from Ways of the Lushootseed People: Ceremonies & Traditions. Read and show the pictures of the "Naming Ceremony" which was taken from the March, 1981, issue of the Daybreak Star reader.	Ways of the Lushootseed People: Ceremonies and Traditions "Naming Ceremony" page IIIb

5. The student will learn about different activities in which the family becomes part of the community.	**Historical Activity:** Show and explain the activities in the picture "Inside a Longhouse."	"Inside a Longhouse" page IIIc.
	Duplicate the picture and have the class color the picture.	
	Contemporary Activities: Explain to the class that Root, Salmon, and Huckleberry Feasts play an important part in the lives of some of the tribes in Washington State.	
	Read Come to the Salmon Feast.	Come to the Salmon Feast
	Read and show pictures from the Animal People Coloring Book - Huckleberry Feast of the Yakima Tribe.	Animal People Coloring Book and Teacher's Guide
	Duplicate the picture of Squirrel Man, page 4, of the Animal People Coloring Book. Before you have the class color the picture, explain what Squirrel Man is doing.	Animal People Coloring Book and Teacher's Guide
	Explain to the class that games played an important function in the family and community life because they taught aspects of adulthood.	
	Pick one of the games in Unit V. Explain its meaning and lesson to be taught to the class. Have the class play the game.	Unit V of this GUIDE.

(Add YOUR FAMILY'S Names to the chart below.)

IIIa

YOUR FAMILY can be those you are related to or those with whom you live. The teacher will explain to you the different kinds of families--extended families, nuclear families, foster families, single parent families, etc. You will se that there are many different kinds of families.

MY FAMILY

_____
Your Name

_____ Parent _____ Parent _____ Parent _____ Parent

_____ Brother _____ Sister _____ Brother _____ Sister _____ Brother _____ Sister _____ Brother

_____ Grandfather _____ Grandmother _____ Grandfather _____ Grandmother

_____ Aunt _____ Uncle _____ Aunt _____ Uncle _____ Aunt _____ Uncle _____ Aunt

_____ Cousin _____ Cousin _____ Cousin _____ Cousin

NAMING CEREMONY

During this year's celebration of Treaty Days (January, 1980), the people of the Skokomish Reservation included the centuries old, winter ceremony of Naming. The Naming Ceremony is a traditional method of communication. It is a way of bringing people together to introduce them to a person who is receiving an honored name. Six young Skokomish people received their names on this day.

The six young people and their families have been preparing for years in this Naming Ceremony. There were families representing tribes from Washington and British Columbia, Canada. These Tribal families were invited to attend and witness the Ceremony. Traditional dancers and Tribal speakers were there to honor both the young people and their guests.

The young people were given their ancestors names--names like Slanay and See al te blue, names, that go back as far as six generations. People believe these names have power and prestige.

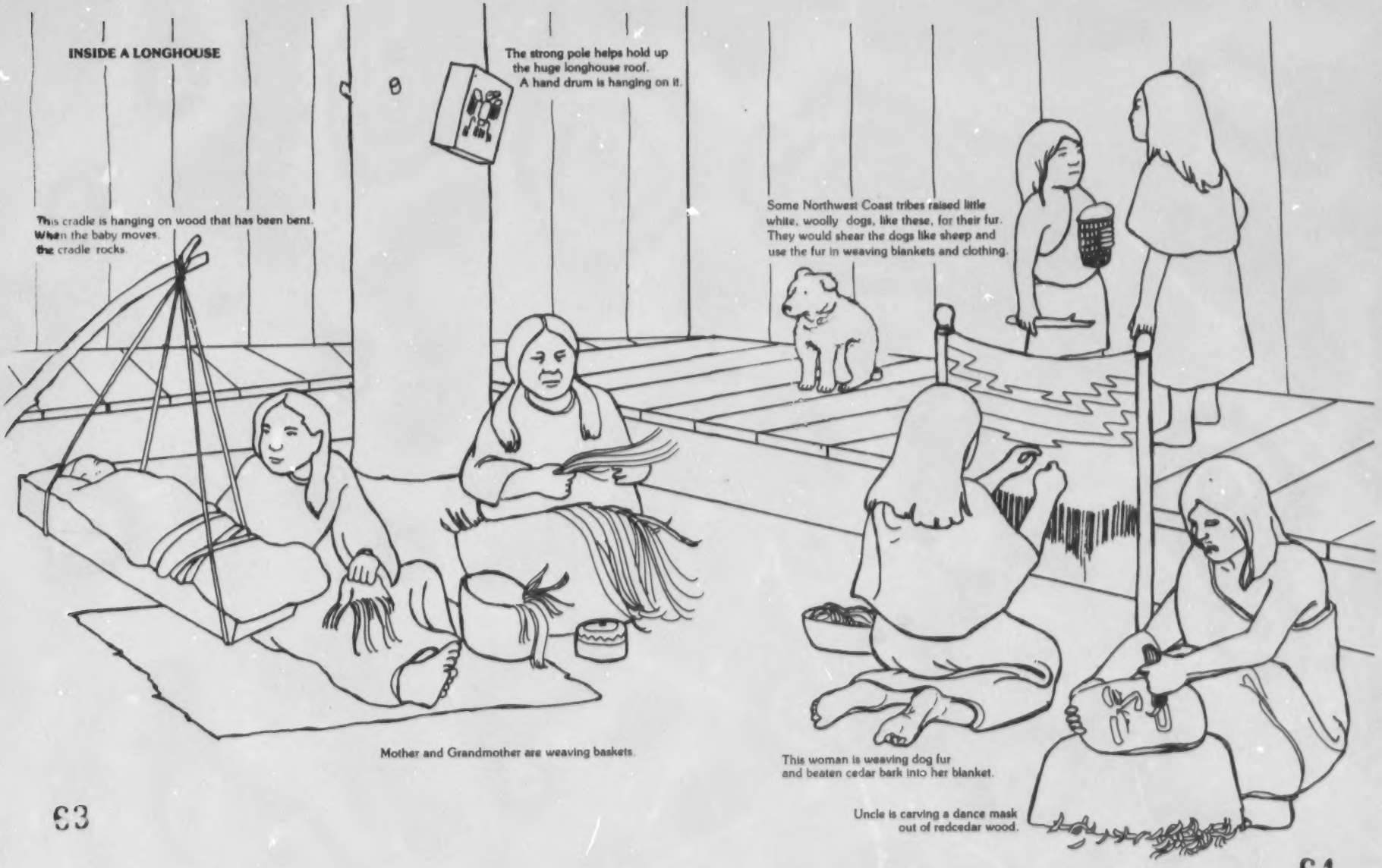
During the speeches the young people were praised for listening well and learning the traditions of their people. They were also reminded to always respect and follow the honor of their particular ancestor's name. They were told not to "dirty" the name.

During the speeches the guests were given many gifts and money by the host families. Stacks of blankets, jewelry, paintings, carvings, and many other items were given to the guests for their role in witnessing the Naming Ceremony. This is traditionally known as a "giveaway."

At the end of the Ceremony there was a Salmon feast. The guests left with arms full of treasures and full stomachs. They also left with the responsibility to recognize the young people by their new names and to spread the news to other Tribal people.

BEST COPY AVAILABLE

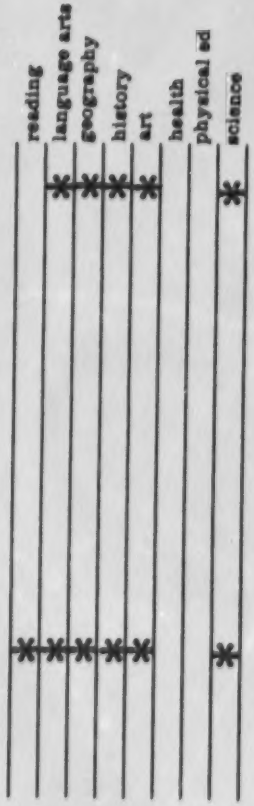
BEST COPY AVAILABLE

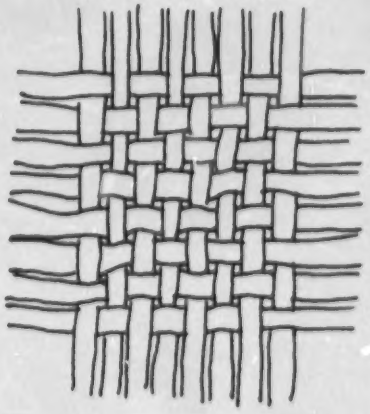

INSIDE A LONGHOUSE
The strong pole helps hold up the huge longhouse roof. A hand drum is hanging on it.
This cradle is hanging on wood that has been bent. When the baby moves, the cradle rocks.
Some Northwest Coast tribes raised little white, woolly dogs, like these, for their fur. They would shear the dogs like sheep and use the fur in weaving blankets and clothing.
Mother and Grandmother are weaving baskets.
This woman is weaving dog fur and beaten cedar bark into her blanket.
Uncle is carving a dance mask out of redcedar wood.

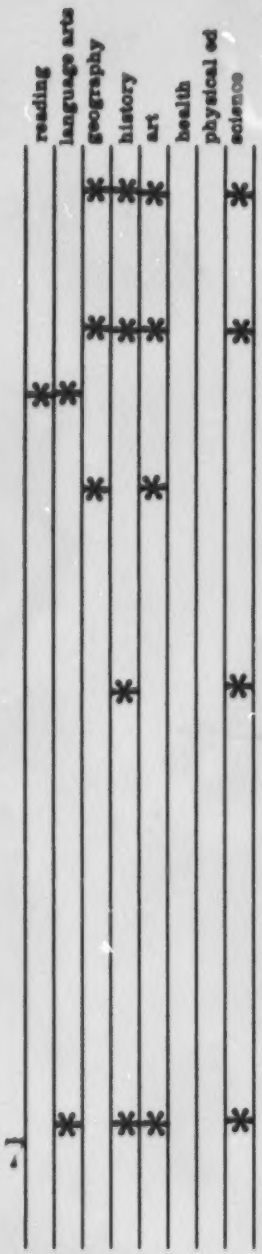
UNIT IV - ART

Animal, bird, human, and geometric figures play an important part in Native American art. The artwork if oftentimes complicated and intricate in design. The art of the Northwest Coast people is not easily understood by young children. The important concept when introducing the art to children is to stress the importance of the environment in the art itself.

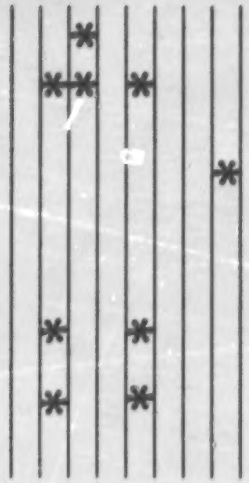
GOAL: The students will begin to understand different art forms and how environmental materials are utilized in the art.



Objectives	Activities	Resources
1. The student will learn different weaves and designs that are utilized in basket weaving.	Cut strips of construction paper in two shades of brown to represent two different materials. Baskets were made from cedar bark, cedar root, bear grass, hemp, and corn husks, to name a few. Weave the two colors together using the plaiting--checker weave.	Plaiting--Checker Weave 
	Explain and color the pictures of the different baskets on pages IVa-IVc. After the class has colored the pictures have them compare the different designs.	**Skokomish Baskets** page IVa. **Yakima Baskets** page IVb. **Nootka Baskets** page IVc.



Objectives	Activities	Resources
2. The student will learn two different uses of cornhusks.	Plateau Have the class color the pictures of the corn husk bag and hat on page IVd.	Corn Husk Bag and Hat page IVd.
	Have the students weave a replica of their own corn husk bag. Instructions are on page 6 of the Animal People's Teacher's Guide.	Animal People Teacher's Guide
	Tell the story of Rabbit Woman and Beaver Woman. These can be found in the Animal People Coloring Book and Teacher's Guide. Duplicate the pictures and have the class color the pictures.	Animal People Coloring Book and Teacher's Guide
3. The student will learn how a Bentwood Box was made and used.	Northwest Coast Explain to the students that Bentwood Boxes were made from one cedar slab. No nails or screws were used to put the box together. Bending the box was done by steaming and then bending the slab. The ends were laced together with cedar twine. These boxes were used to store ceremonial masks, tools, clothing. At times, because the boxes were air-tight, they were used for cooking. Stones were heated by the fire and then placed in the box which was filled with water. As the stones cooled, they were replaced with hot stones. This procedure was continued until the water started to boil.	
	Construct a cardboard Bentwood Box. Paint designs on the sides.	Bentwood Box Instructions page IVe.



4. The student will learn knitting designs of the Coast Salish (Cowichan Band).

Coast Salish (Some Puget Sound Inland tribes are part of this same language group.)
Explain to the students that Coast Salish people knit sweaters, hats, and slippers that are known throughout the world. In the past, the sweaters were made of goat's wool and dog hair. Nowadays, sheeps wool is used. Different designs are used on the sweaters, hats, and slippers.

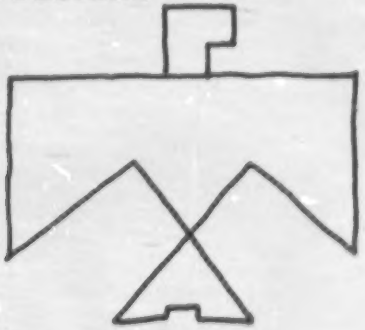
Show the picture of a person wearing a Coast Salish (Cowichan Band) sweater.

Enlarge the different knitting designs with an opaque projector and show them to the class.

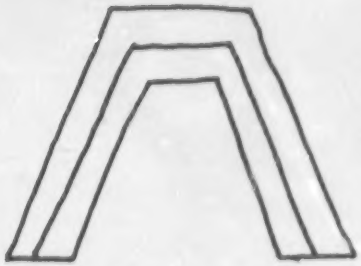
Coast Salish (Cowichan Band) Sweater--page IVf.

Knitting Designs

KNITTING DESIGNS



EAGLE



RAINBOW

BUTTERFLY

CATERPILLAR

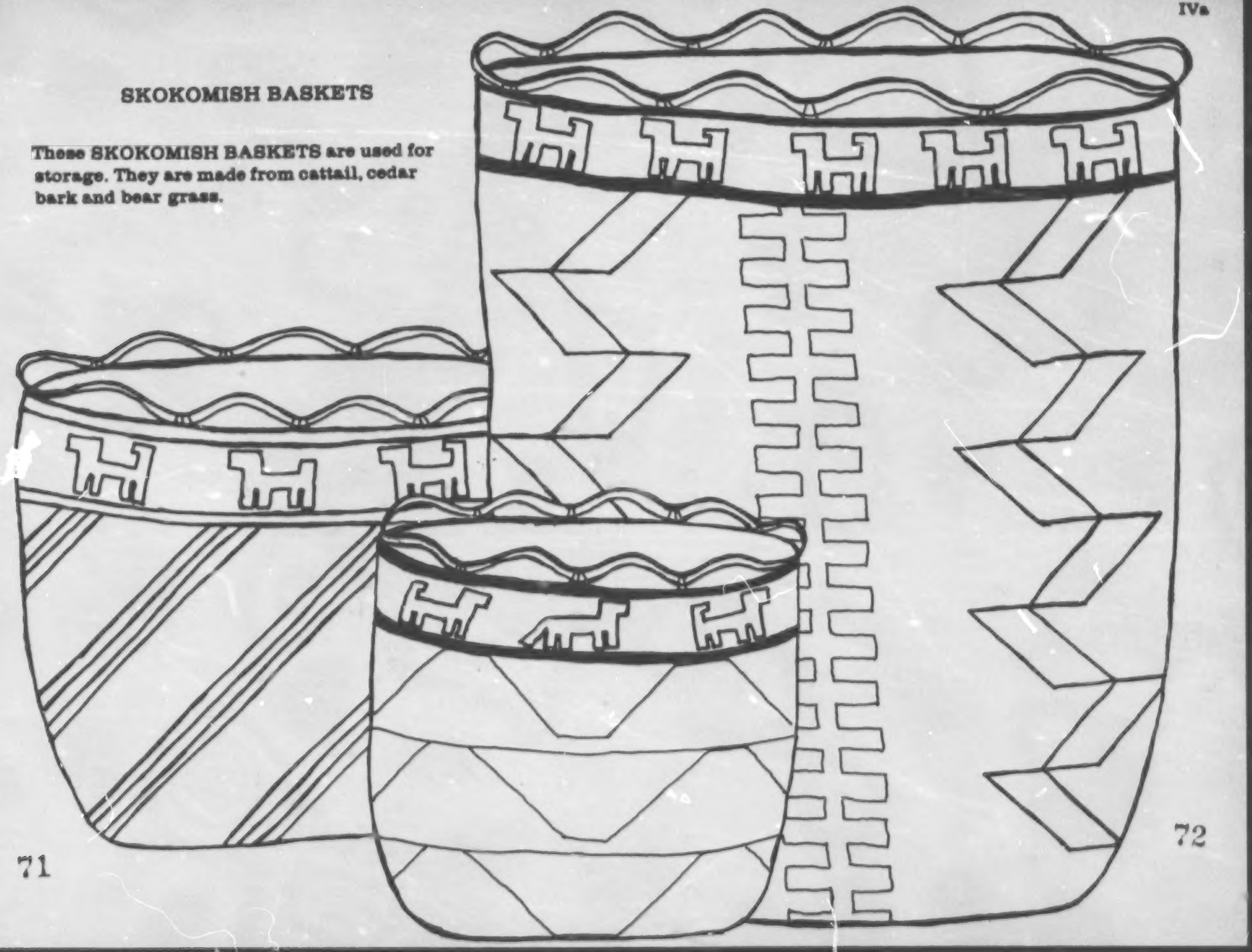
MOUNTAINS

STAR

LIGHTNING

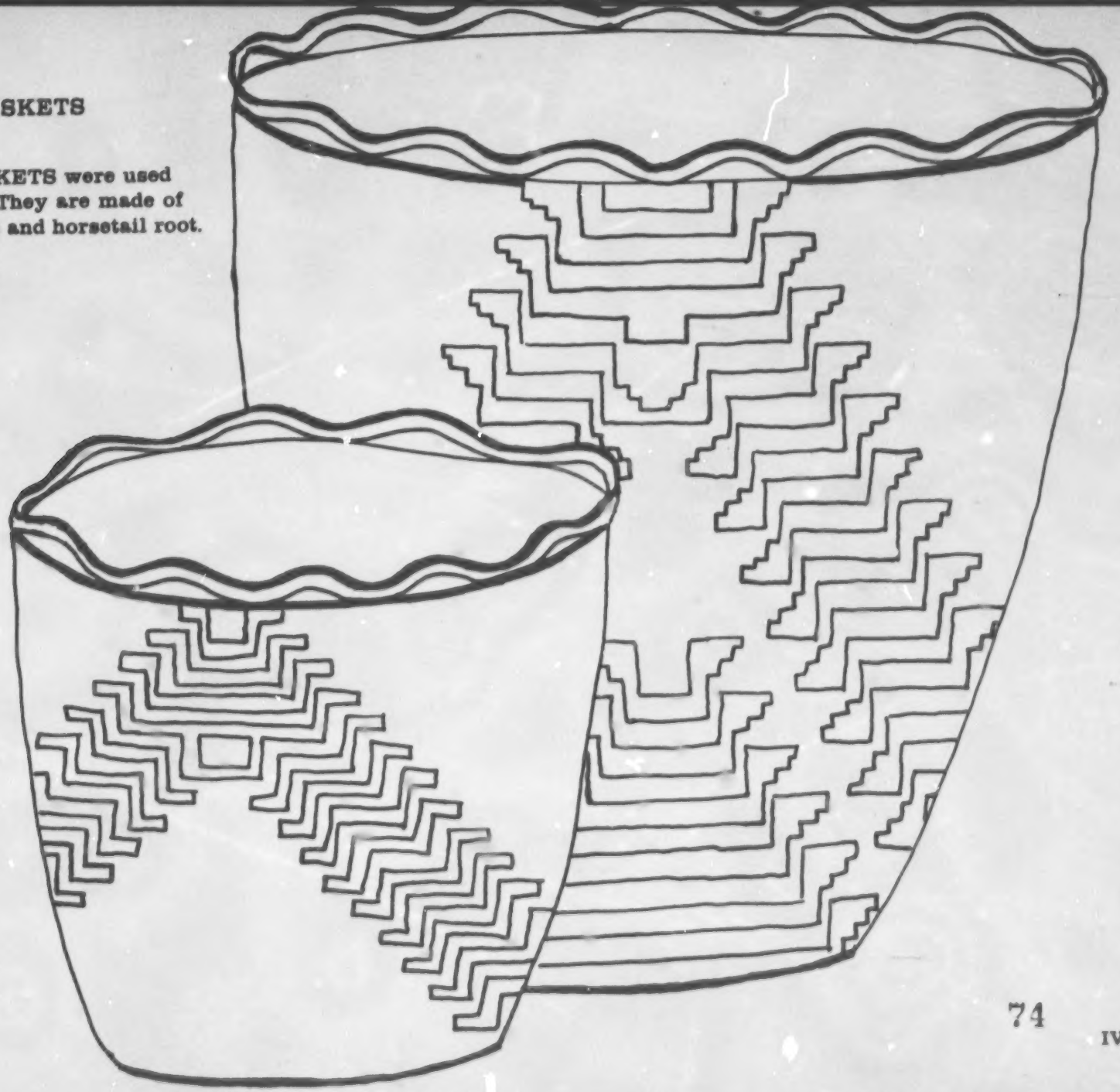
SKOKOMISH BASKETS

These SKOKOMISH BASKETS are used for storage. They are made from cattail, cedar bark and bear grass.



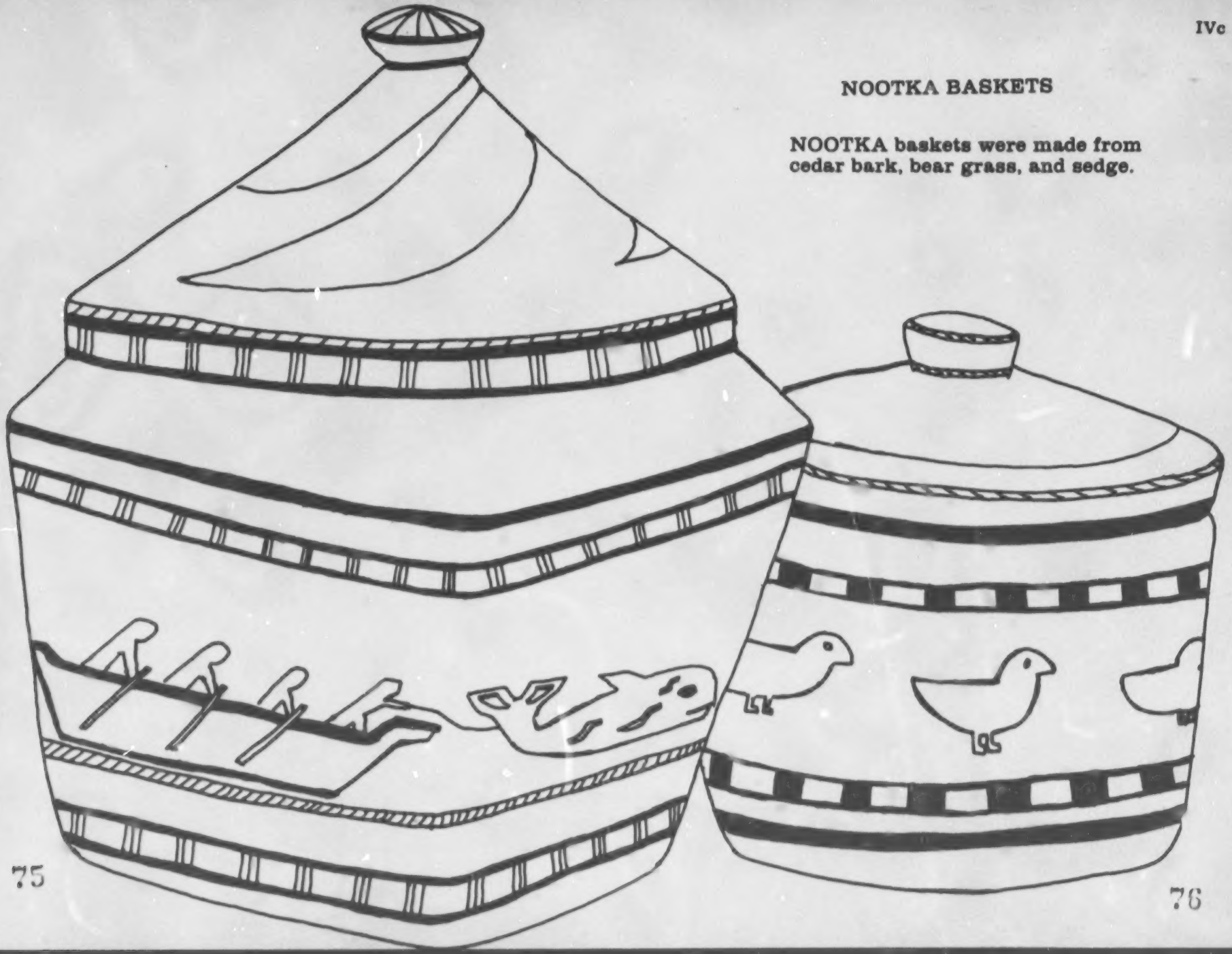
YAKIMA BASKETS

These YAKIMA BASKETS were used as carrying baskets. They are made of cedar root, bear grass and horsetail root.



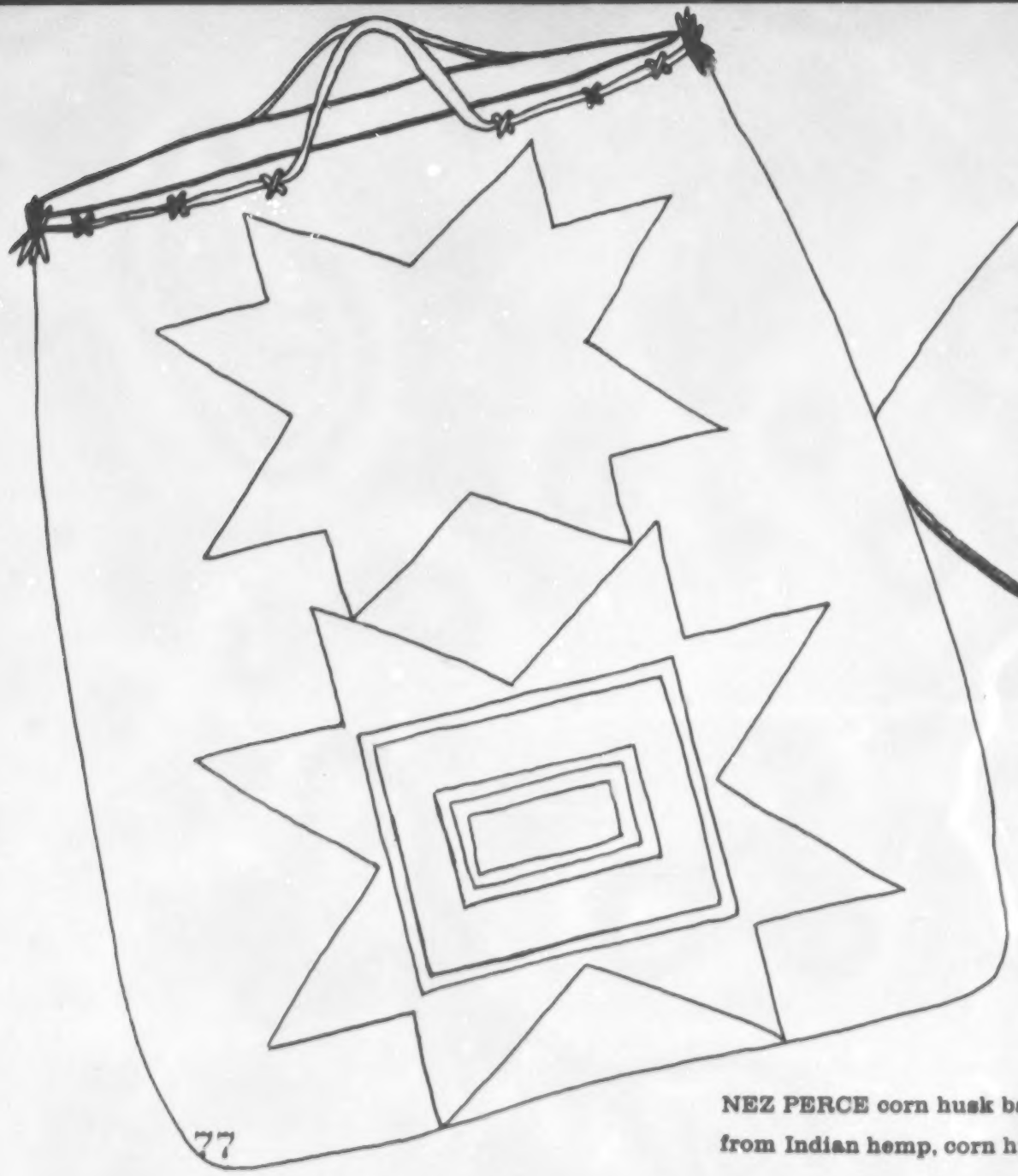
NOOTKA BASKETS

NOOTKA baskets were made from cedar bark, bear grass, and sedge.

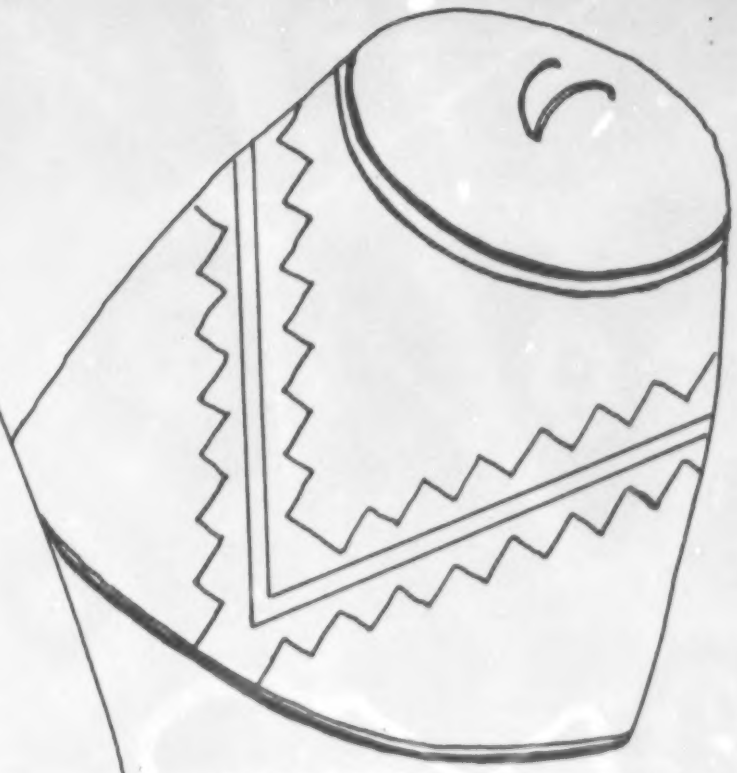


75

76



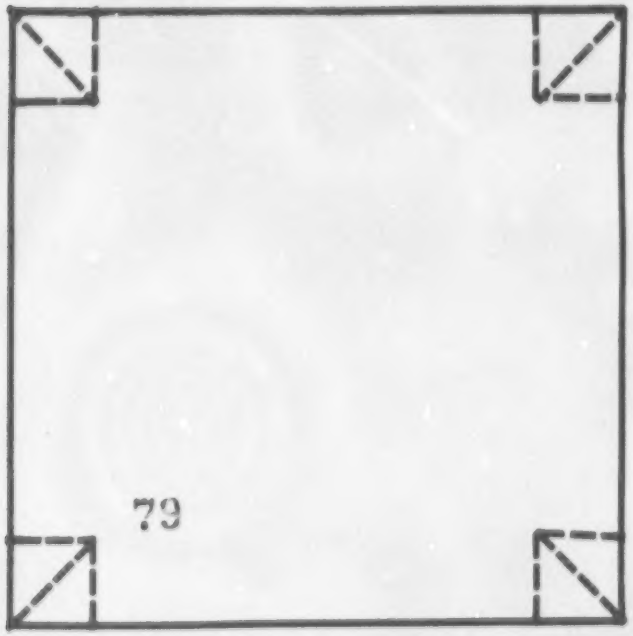
77

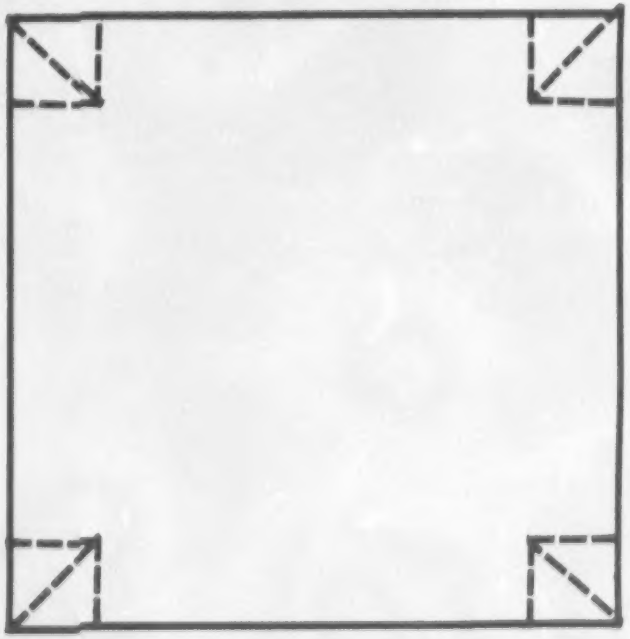


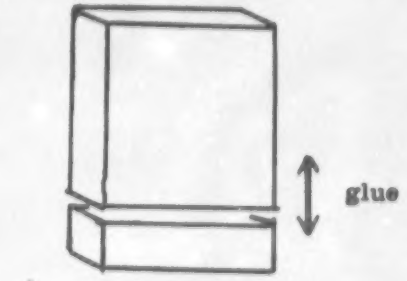
NEZ PERCE FEZ-SHAPED HAT

NEZ PERCE CORN HUSK BAG

NEZ PERCE corn husk bags and fez-shaped hats were made from Indian hemp, corn husk and wool fabric.



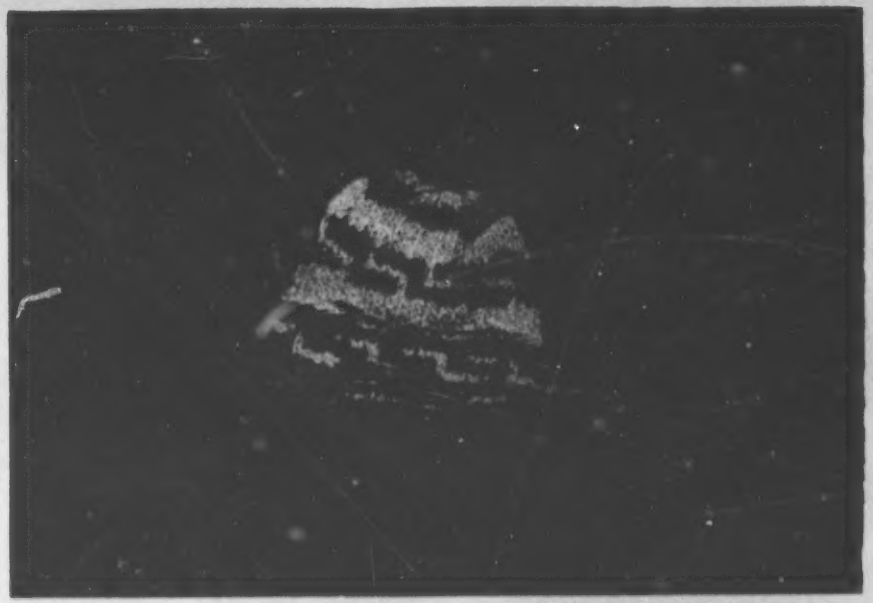




Bentwood Box

1. cut along black lines
2. fold along dotted lines
3. color-- black, red and white.

81



IV¹

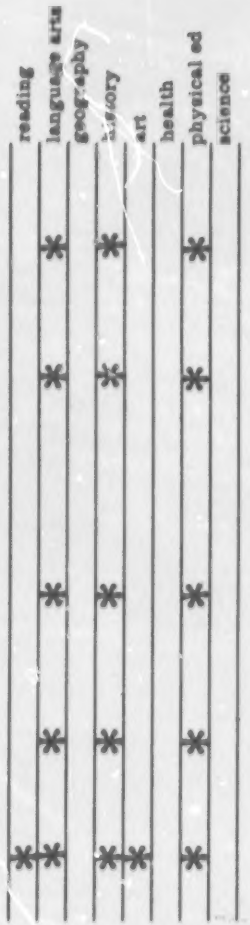
82

BEST COPY AVAILABLE

UNIT V - GAMES

Native American children have many types of activities for play. Besides being entertaining, games and play are meant to help the child develop the knowledge and skills that he or she needs as an adult. As you will see, not all games are for children. It can be said that children's play is merely an introduction to the serious play of an adult. Games become contests of strength, dexterity, and skill. They play an important role in keeping both the mind and the body healthy. The games in this unit are played by various tribes in Washington State.

GOAL: Students will understand the importance of Games in teaching children what their roles will be as adult members of the community.



Objectives	Activities	Resources
1. The student will learn a game that will develop agility by building quick responses, especially with their eyes and hands.	Play the game "Come Back Ball."	Large Rubber Ball Played indoors or outdoors.
2. The students will be able to build strength in their arms and legs.	Play "Crab Race" (This can also be played as a relay.)	Played outdoors or indoors.
3. The student will learn the skills necessary for fishing. With this game the student will learn how important it is to work in harmony with a group and also develop strategic planning.	Play "Fish Trap."	Played indoors.
4. The student will learn how to be very quiet and how to listen well. (These are skills used in hunting.)	Play the "Tender of the Fire" Game.	Played outdoors or indoors. Three sticks.
5. The student will improve his or her visual skills and also work on memory skills.	Play "Pebble Patterns."	Played indoors or outdoors. 12 rocks that are somewhat alike.

GAMES

COME BACK BALL - 4 Players (a game played by girls)

Mark a 12-foot square. Directly in the center of the square, draw a 12 inch circle. Have each girl stand at the center of one of the sides. Each girl faces her opponent who is on the opposite side of the square. The object of play is to keep the rubber ball bouncing to the center and to the girl opposite. The ball is bounced back and forth until someone misses. When a girl misses the ball three times, the ball goes to the other pair of players. The play continues as before.

CRAB RACE - 3 to 16 Players

Mark a line on the ground. This is your starting line. Draw another line about 40 feet away. This is your finish line. Have the players line up behind it, standing four feet apart. Appoint someone Chief. This person will yell "Go." When the Chief yells go, each player drops down onto his or her hands and knees and races sideways, in crab fashion, to the finish line. The first player to arrive is the winner. This can also be played as a relay.

FISH TRAP - 8 to 16 Players (a game played by boys)

Appoint four to twelve of the boys as "fishermen." Appoint one to three boys as "fish." The "fishermen" join hands. The "fish" get a 20-foot start. The fish runs and tries to dodge the fishermen. He does not want to get caught in the fish trap. Individual fishermen cannot touch or trip the fish. A catch is when the two ends of the trap meet with fish inside.

TENDER OF THE FIRE - 8 to 12 Players

The fire tender sits down on the ground with three sticks in front of him or her. The fire tender is blindfolded. The students around the fire tender try to sneak up to steal one of the fire tender's sticks. If the fire tender touches the person, he gets to keep on being the fire tender. If the person is able to steal a stick, then that person gets to be the fire tender.

PEBBLE PATTERNS - 2 Players

Collect approximately 12 rocks that are similar in shape, but are of various sizes. Appoint one person as the leader. The leader tells the other person to turn around. The leader arranges the pebbles into a pattern. On a piece of paper, the leader copies down the way the pebbles are arranged. The leader tells the other person to turn around and look at the pebbles for ten seconds. The leader then mixes up the pebbles and tells the other person to try to put them back into the order they were in. Compare with the drawing. At first, you might start with fewer rocks, then build to more and more as the participators get better.

INFORMATION ABOUT RESOURCES

BOOKS

The History and Culture of the Indians of Washington State (a curriculum guide)
A curriculum guide developed for Washington State teachers by the Center for Indian Education at the University of Washington.
Available upon request from: The Superintendent of Public Instruction, Old Capitol Bldg., Olympia WA. 98504.

Coastal Washington, Inland Empire, Washington by Jeff Stone.
Paperback booklets with large color pictures representing a good visual description of Washington State.
Available at public libraries or may be purchased from the publisher for approximately $3.00 each.
To obtain copies, contact: Hancock House Publishers Ltd., 3215 Island View Rd., Saanichton, Brit. Columbia, Canada.

Northwest Coast Indians Land and Life, by Ruth Kirk
Paperback booklet with several pictures showing life as it was along the Washington Coast.
Available at public libraries, or may be purchased for $2.95 from the University Book Store, 4326 University Way N.E., Seattle, WA. 98105.

Wildlife in Washington Parks, by Harvey Manning
Paperback booklet with nice color pictures and good descriptions of wild animals in Washington State.
Available from the publisher for $1.95. Contact Superior Publishing Co., 708 6th N., Seattle, WA.

Discovering Mount Rainier, Discovery Book for the Seattle Aquarium, Northwest Trek Book, by Nancy Field and Sally Machlis. Excellent child-centered books for learning about plant and animal life in Washington State.
Available from the University Book Store (address above) for $2.50 each.

The Indian Reading Series, by Henry Real Bird, Karen Stone and Joseph Coburn
A program developed by Pacific Northwest Indian Program, Northwest Regional Educational Laboratory, using stories and legends of the Northwest as supplementary language and reading materials for Indian and non-Indian children.
Available by contacting: Educational Systems, Inc. 2360 S.W. 170th Ave., Beaverton, Oregon 97005.

Chief Sealth and His People, developed by United Indians of all Tribes Foundation
An easy-to-read account of the traditional life of Chief Sealth's people on Puget Sound, the Suquamish.
Available from the Daybreak Star Press for $2.00.

David, Young Chief of the Quileute, by Ruth Kirk
The story of David Hoheeshata, his life today as an important member of the Quileute Tribe and the influence the past history of his people has on his life.
Available from public libraries, or may be purchased from the University Book Store (address above) for $5.95.

Come to Our Salmon Feast, by Martha Ferguson McKeown
A story of the Wy-am people living on the Columbia River. It tells of the influence tradition still has in their lives and the importance of Salmon to the Wy-am people since the beginning of time.
Available at public libraries or by contacting: Binfords and Mort Publishers, 2505 S.E. 11th Ave., Portland, Oregon, 97242.

The Daybreak Star Preschool Activities Book, by United Indians of All Tribes Foundation
A "how-to" book with patterns for making the American Indian classroom materials used at the Daybreak Star Preschool. Available from the Daybreak Star Press for $5.00.

The Mamook Book, by United Indians of All Tribes Foundation
This book teaches about Northwest Coast Indian cultures, past and present by involving the student in activities.
Available from the Daybreak Star Press for $5.00.

Animal People and Teacher's Guide, by United Indians of All Tribes Foundation
A coloring book of the animal people which figure in many Indian legends, dressed in clothing representative of their tribal cultures.
Available from Daybreak Star Press for $2.50.

Fisherman on the Puyallup and Teacher's Guide, by United Indians of All Tribes Foundation
A fictional story of a young Puyallup boy, Seeyap, learning to drift fish with his grandfather on the Puyallup river in the city of Tacoma.
Available from Daybreak Star Press for $3.00.

Sharing Our Worlds, by United Indians of All Tribes Foundation
A photographic documentary of children from three different families who share their multicultural experiences. The children, in addition to being Native American also represent other non-white cultures.
Available from the Daybreak Star Press for $4.00.

Portraits from North American Indian Life, by Edward S. Curtis

Visions of a Vanishing Race, by Florence G. Curtis
Both books provide many photographs taken by Edward Curtis of Native American people in traditional clothing and surroundings. Excellent resources for providing accurate historical pictures of people from several tribes in Washington State.
Available at public libraries, or may be purchased from the University Book Store (address above).

Quileute, by Jay Powell and Vickie Jensen
A very good book with a photographic and written explanation of many aspects of traditional Quileute life.
Available at public libraries, or may be purchased from the University Book Store (address above) for $4.95.

My Heart Soars, by Chief Dan George
Written in poetic verse for his people and all people about the very basics of life. The illustrations by Helmut Hirnschall complement the spirit of this book.
Available at public libraries, or may be purchased from the University Book Store (address above) for $9.95.

Ways of the Lushootseed People: Ceremonies and Traditions of the Northern Puget Sound Indians, by Vi Hilbert and Crisca Bierwert
This book consists of two parts: readings about Lushootseed life, written in both Lushootseed and English; and a brief sketch of the Lushootseed language.
Available from Daybreak Star Press for $5.00.

MAPS

Every River Has Its People
A wall size map of Washington State showing the river systems and the traditional tribal boundaries of the indigenous people of Washington State. It was developed by the Community Educational Services of the United Indians of All Tribes Foundation. Available from the Daybreak Star Press for $2.00.

FILMS

The Cascade Mountains
Shows an overview of the Cascade Mountain Range.
(color; 20 min; by M. Moyer) Available at the Seattle Public Library.

Lava and the River: Story of the Columbia Plateau
Explains the formation of the coulee region of central Washington State.
(color; 16mm; 20 min.; by M. Moyer © 1959) Available at the King County Film Library.

Common Animals of the Woods
Shows various animals in their natural habitats. Information on size, appearance, habits and care for the young.
(black and white; 11 min.; E.B.E.) Available at the King County Film Library.

Discovering the Forest
Without narration, this film takes the child through the forest where he or she is encouraged to learn through observation. (color; 16 mm; 11 min.) Available at the King County Film Library.

Life Between the Tides
A discovery of intertidal life showing the relationship among plants and animals and their marine environment.
(color; 16 mm; 11 min.) Available at the King County Film Library.

Life in the Grasslands
Shows grassland ecology, indicating adaptations by indigenous plants and animals for food and survival.
(color; 16 mm; 11 min.; E.B.E.) Available at the King County Film Library.

Men and the Forest Part I: Red Man and the Red Cedar
Shows the influence the Western Red Cedar had in all aspects of the lives of the indigenous poeple of coastal Washington. (color; 16 mm; 12 min.; by M. Moyer © 1960) Available at the Seattle Public Library.

TRAVELING STUDY COLLECTIONS

Thomas Burke Memorial Washington State Museum - Traveling Study Collections
The museum provides a variety of study collections which contain artifacts, specimens, models, and written information on the subject presented. Some collections contain supplementary books and illustrations. The social studies collections pertaining to this curriculum guide are: Indians (Northwest). Indians (Eastern Washington). Indians (North America). Indians (Puget Sound). and Indians (Puget Sound Winter Village Cutout). Collections may be ordered from the Burke Museum for two-week periods. For more information contact the Educational Division of the Thomas Burke Memorial Museum, University of Washington, 98105; or phone (206) 543-5591.

PLACES TO GO

Thomas Burke Memorial Washington State Museum - Finest display of Northwest Coast Material in the State. Located on the University of Washington campus. Hours: Tuesday-Saturday 10-4:30, Sunday 1-4:30.

Museum of History and Industry - Collection of Indian Artifacts and pictures. Set of 55 slides on Washington State Indians available to teachers in Washington State. Located in McCurdy Park on Lake Washington, 2161 East Hamlin Street. Hours: Tuesday-Saturday 10-5, Sunday 12-5.

Pacific Science Center (Kwakiutl Longhouse) - "Northwest Coast Indian Life", a special presentation prepared by the Thomas Burke Memorial Museum, is offered to school children at the Pacific Science Center, Building #4. For information, call the Pacific Science Center, (206) 625-9333.

Discovery Park - Take a walking tour of the Park and learn about plants and animals native to the Pacific Northwest. The guides are very enthusiastic and are able to impart interesting information to students in a fun way. The tours are free and last about an hour. Located in the Magnolia area of Seattle. Call (206) 625-4636.

Seattle Aquarium - Good place to go to learn about Puget Sound marine life. There is a touch tank where children can experience holding and feeling some of the marine animals. Located in Seattle at Pier 52. Cal (206) 625-4358.

Northwest Trek - A good way to see animals native to Washington State in close to their natural environment. It is set up so that animals can stay relatively free while people observe them. Located near Puyallup, Washington. For information, call (206) 832-6116.

Makah Cultural and Research Center - Display of artifacts from the Cape Alva Site, representing traditional pre-contact Makah Culture. Admission fee charged. 30% reduction for a group of 15 or more. For information write to: P.O. Box 95, Neah Bay, WA. 98357. Or phone: (206) 645-2711.

Yakima Cultural Heritage Center - The center houses a museum and library of Plateau Indian cultural material. Educational tours are given for no charge. For information write to: P.O. Box 151, Toppenish, WA. 98948. Or phone (206) 865-2800.

Point No Point Treaty Council - Represents four tribes, the Skokomish, Port Gamble Klallam, Elwha Klallam, and Jamestown Klallam. Well developed fisheries program. To visit, contact: P.O. Box 146, Kingston, WA. 98346. Or phone (206) 297-3422.

Museum of Native Americans - Houses artifacts and material on tribes from Alaska to Mexico and from Mexico to the Great Lakes. Admission fee charged. Free to Native Americans. Hours: Monday-Saturday 9-6, Sunday 12-6. For more information write to: East 200 Cataldo, Spokane, WA. Or phone (509) 326-4550.

BIBLIOGRAPHY

Cornell, Joseph Bharat, **Sharing Nature With Children**, Ananda Publications, 1979.

"Cornhusk Basketry of the Columbia Plateau Indians", **American Indian Basketry Magazine**, Vol. I, No. 2, 1980.

Curtis, Edward S., **Portraits from North American Indian Life**, Outerbridge and Lazard, Inc., 1972.

Curtis, Florence G., **Visions of a Vanishing Race**, Thomas Y. Crowell Co., New York, N.Y., 1976.

Fecteau, Susan L., **Primitive Indian Dresses**, Frontier Printing Inc., Cheyenne, Wyoming, 1979.

Field, N. and Machlis, S., **Discovery Book for the Seattle Aquarium**, Dog-Eared Publications, Bellevue, WA, 1979.

Field, N. and Machlis, S., **Discovering Mount Rainier**, Dog-Eared Publications, Bellevue, WA, 1980.

Field, N. and Machlis, S., **Northwest Trek Book**, Dog-Eared Publications, Bellevue, WA, 1977.

Hess, T. and Hilbert, V., **Lushootseed 1**, United Indians of All Tribes Foundation, Seattle, WA, 1980.

Hilbert, V. and Bierwert, C., **Ways of the Lushootseed People: Ceremonies and Traditions**, United Indians of All Tribes Foundation, Seattle, WA, 1980.

Jensen, V. and McLaren, C., **Quileute for Kids, Book One**, Quileute Culture Program, LaPush, WA.

Jensen, V. and McLaren, C., **Quileute for Kids, Book Three**, Quileute Culture Program, LaPush, WA.

Kirk, Ruth, **David, Young Chief of the Quileutes**, Harcourt, Brace & World, Inc., New York, N.Y., 1967.

Kirk, Ruth, **Northwest Coast Indian Land and Life**, Pacific Science Center, Seattle, WA, 1979.

Lobb, Alan, **Indian Baskets of the Northwest Coast**, Graphic Arts Center Publishing Co., Portland, Oregon, 1979.

Manning, Harvey, **Wildlife in Washington Parks**, Superior Publishing Co., Seattle, WA, 1976.

McKeown, Martha F., **Come to Our Salmon Feast**, Binfords & Mort Publishing Co., Portland, Oregon, 1959.

Nez Perce, **Noon Nee-Me- Poo**, Nez Perce Tribe of Idaho, 1973.

Powell, J. and Jensen, V., **Quileute**, University of Washington Press, Seattle, WA, 1976.

Powell, Jay J., **Quileute Language Book 2**, Olympic Graphic Arts, Inc., Forks, WA, 1976.

Rau, V. and Olney Jr., N., **Pushapmi Stories**, Yakima Indian Nations, Toppenish, WA, 1975.

Stone, Jeff, **Coastal Washington, Inland Empire, Washington**, Hancock House Publishers, Inc., Seattle, WA, 1977.

This book was developed by the Curriculum Development Staff of UNITED INDIANS OF ALL TRIBES FOUNDATION.

Chairperson of the Board of Directors

Lee Piper

Executive Director

Bernie Whitebear

Director of Community Educational Services

Bill Brescia

Curriculum Development Staff

Colleen Neal
Karen Forsyth
Debbie Snyder
Andrea Jerman
Sharon Patacsil
Joy Ketah
Roger Fernandes
Sandy Merrival
Debbie Baruso
Lisa Dunstan
Bi Tra
Gail Stevens

Curriculum Committee

Anna Haala
Ann Nelson
Barbara Gutierrez
Matt Charwood
Karleen Wolfe
Linda Skinner-Brewer
Juanita Brown
Elaine Streitberger
Freida Kirk
Morrie Miller
Rickie Belmont

Special Acknowledgments

Doris Ridley
Betty Cowan
Marty Gale
Wanda Brace
Chuck Larson
Martha Yallup
Pearl Conlow
Vickie Jensen
Carol McClaren

First Edition
Copyright © 1981 by Daybreak Star Pre-
Printed 1981

For further information, please contac'

Daybreak Star Press
United Indians of All Tribes Foundation
P.O. Box 99253
Seattle, Washington 98199

(206) 285-4425

91

92

If you enjoyed this book, you will be interested in these books by the Daybreak Star Press.

Animal People

Chief Sealth and His People

Suquamish Today

Fisherman on the Puyallup

Sharing our Worlds

The Mamook Book

Ways of the Lushootseed People: Ceremonies and Traditions of Northern Puget Sound Indians